

3: Hardships on the Maine-land

Based on the Maine quarter reverse



OBJECTIVES

Students will examine the characteristics of Maine and will compare the experiences of the settlers in the settlements at Jamestown and at Popham, Maine.



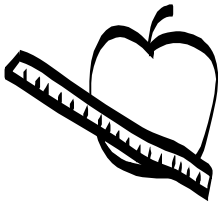
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Maine quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that explores the hardships and challenges faced by settlers in Jamestown:
 - *The Jamestown Colony* by Gail Sakurai
 - *Jamestown: New World Adventure* by James E. Knight
 - *The Starving Time: Elizabeth's Jamestown Colony Diary* by Patricia Hermes
 - *James Towne: Struggle for Survival* by Marica Sewall
 - Classroom Social Studies text
- Chart paper
- Markers
- Copies of the “Maine-land” chart
- Reference materials which describe the characteristics of Maine
- Writing paper
- Pencils
- Dictionaries and thesauruses (if available)
- Copies of the “Popham Journal” page
- Drawing paper
- Crayons, colored pencils, and/or markers



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Maine quarter reverse.
- Locate a text that explores the hardships and challenges faced by settlers in Jamestown (see examples under “Materials”).
- Arrange for the school librarian or media specialist to coordinate a set of appropriate reference materials which describe the characteristics of Maine.
- Bookmark appropriate Web sites, on classroom or computer lab computers, which describe the characteristics of Maine or the Popham settlement.



Exploring Life in Early Maine

- Make copies of the “Maine-land” chart (1 per student).
- Make copies of the “Popham Journal” page (1 per student)



GROUPINGS

- Whole group
- Small groups



CLASS TIME

Four 45- to 60 minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art
- Science
- Technology



TERMS AND CONCEPTS

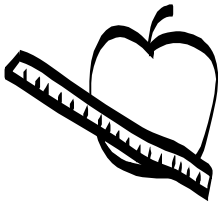
- Quarter
- Reverse (back)
- Settlers
- Settlement
- Hardships
- Climate
- Vegetation



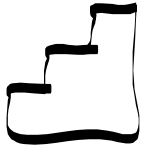
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Internet and textual research
- Writing personal narratives
- The writing process
- The Jamestown settlement
- U.S. Geography
- Climate
- Vegetation



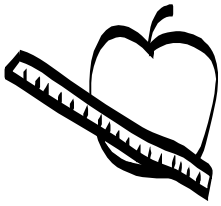
Hardships on the Maine-land



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Maine quarter reverse. Select a student to locate Maine on a classroom map. Note its position in relation to your school's location.
 2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a lighthouse, a rocky coastline, a ship, and seagulls. Ask students why they think these elements were chosen to represent Maine.
- Note:** After exploring student ideas, you may wish to furnish students with more specific background information. For example, the lighthouse on the coin is meant to be a rendition of the Pemaquid Point Light, one of the most visited tourist destinations in Maine, but it is also representative of the more than 60 lighthouses that line the shores of Maine's rocky coast.
3. Point out the date 1820 on the coin's reverse, and share with students that even though Maine only joined the Union in 1820, its history among settlers extends much farther back. Explain that in the same year that settlers landed in Jamestown, Virginia (1607), the Plymouth Company established a settlement in Popham, Maine. The settlers that came to Maine, however, only stayed for a little more than a year before abandoning their settlement and returning to England.
 4. Ask students to look at the location of Maine and think of reasons why it would have been harder to settle the land in Maine than to settle the land in Virginia. (Student responses should include the idea that climate affects a settlement's ability to thrive, and that Maine is much farther north than Virginia and, therefore, is much colder.) Record all student responses for display in the classroom.
 5. Tell students in order to appreciate the significance of this event, they are going to explore the records of the surviving settlement in Jamestown, and imagine the hardships that must have been faced by the settlers in Popham, Maine.
 6. Ask the students to select and read a text that details the hardships encountered by the settlers.
 7. Divide students into pairs and ask them to discuss and record the hardships that they learned about from this story. Each group will share their comments for addition to a piece of chart paper that will be displayed. Remind students that even though these settlers faced many hardships, their colony was still able to exist.



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Session 2

1. Review the list of hardships that the group discussed during the previous session. Explain that independently they will imagine that they are among the settlers of the Popham, Maine. They are going to write journal entries that reflect the hardships these settlers faced. In order to do this, however, students will need to conduct research about Maine.
2. Distribute a “Maine-land” chart to each student.
3. In the same pairs as before, the students will use library and monitored computer resources to research the characteristics of Maine that may have posed problems for settlers.

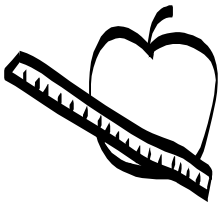
Sessions 3 and 4

1. Once research has been completed, students will each draft three journal entries about life in the Popham settlement.
Note: Explain that in the first entry, students will detail their arrival and initial reaction to Maine in the summer of 1607. The second entry will detail some of the hardships that the settlers have begun to face during their stay, and the third will recount the realization that the hardships have become too difficult to bear, and that the settlement is doomed to fail.
2. Students will decide which journal entry they feel is their best work, and will work with a partner to edit this entry for content.
3. Students will revise and rewrite this entry according to their partner’s revisions.
4. Students will again work with their partner to review the changes that were made and will edit this draft for grammar, mechanics and spelling. Use whatever dictionaries and thesauruses the class has available.
5. When ready, distribute a “Popham Journal” page to each student and allow them to complete their final draft of this journal entry.
6. Students should illustrate their work and attach the entry to this illustration.
7. All drafts should be turned in and final versions should be posted around the room.



ENRICHMENT/EXTENSIONS

- Allow students to create a computer presentation based on the information they learned during this activity. Ask them to compare and contrast the settlements of Jamestown and Popham.
- Invite students to research their home state/town’s earliest settlers, and compare their experiences to the Popham settlers.
- Work with students to develop and perform a play based on the class journal entries.



Hardships on the Maine-land



DIFFERENTIATED LEARNING OPTIONS

- Allow students to illustrate in addition to, or in place of, journal entries.
- Require students to use a specific list of vocabulary words within their journal entries.
- Invite students to create a tourist poster or brochure based upon the information they learned about Popham, Maine.

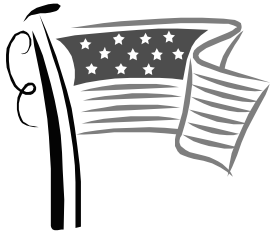


HPC CONNECTION

While there's no coin that depicts the hardships faced by the shortly lived settlement of Popham, Maine, the quarter design selected by Virginia in 2000 depicts the three ships that brought English colonists to the first permanent settlement in America, Jamestown. Read more about Virginia's quarter design in "The Coins are Coming" section of the Coin News area of HPC. (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq/2000/va.cfm>)


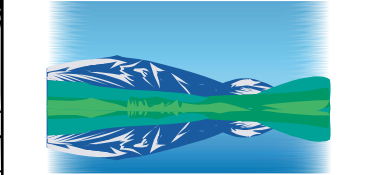

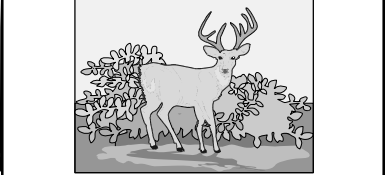
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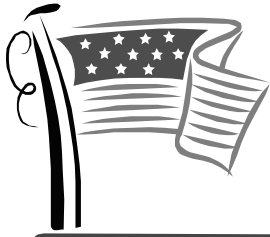
Maine-land Chart



CLIMATE	LAND	VEGETATION	NATIVE ANIMALS
			

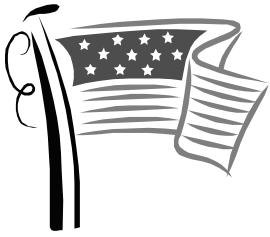
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Popham Journal

A large, irregularly shaped writing area with a decorative, torn-edge border. It contains 20 horizontal lines for writing, with a dashed midline in each row to guide letter height.



Maine Quarter Reverse

