2018-2019 Grade 3 Science and Downeast to Bangor Pacing Chart

Quarter 1 **9/4 - 11/2**	**Quarter 2** **11/5 - 1/25**	**Quarter 3** **1/28 - 4/5**	**Quarter 4** **4/8 - 6/19**

Science Pacing Chart

Life Cycle 9/10 - 9/28	Objects & Motion 11/5 - 12/14	Weather / Climate 1/28 - 3/1	Electricity and Magnetism 4/8 - 5/10
2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson

Downeast to Bangor Pacing Chart

Wabanaki 10/1 - 11/1	Explorers 12/17 - 1/23	Settlers 3/4-- 4/3	Lumber Boom 5/13 - 6/12
2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson	2-3 Lessons/week 30 minutes per lesson
How did the Wabanakis use natural resources in each season? (*CR)	Who explored Bangor and describe what happened? (*CR)	How have people changed Bangor over time? (*CR)	How did Bangor's natural resources help it become a city? (*CR)

*Response will be scored using the Bangor School Department's Constructed Response Rubric.

August 2018

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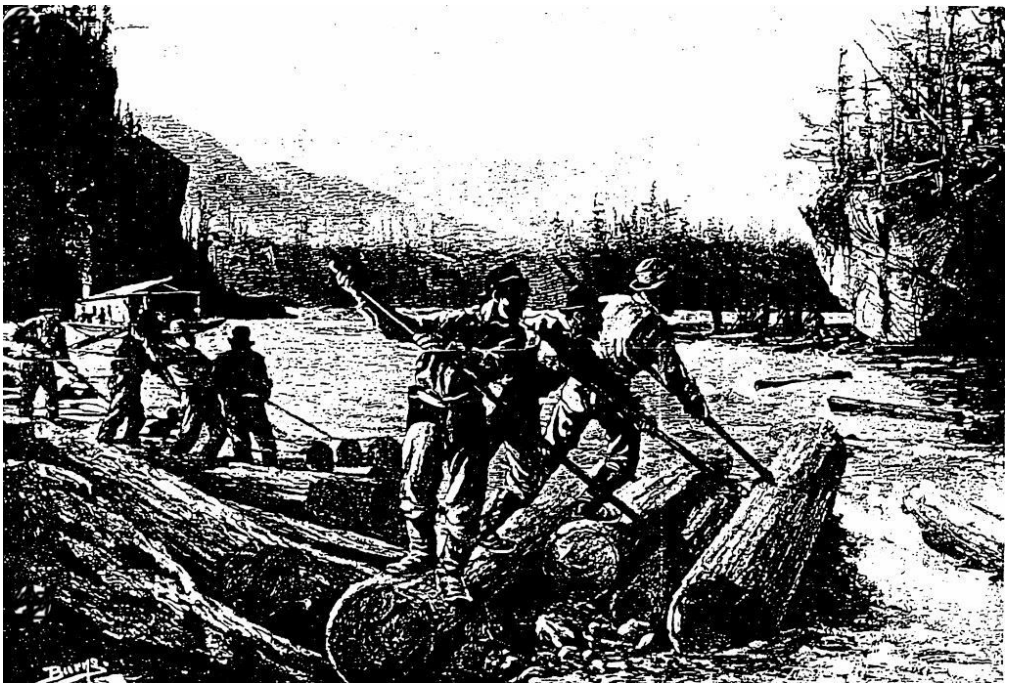
August 2018

Bangor's Lumber Boom

Resources in support of *Down East to Bangor* curriculum



Revised October 2017

From *Down East Magazine* year unknown

What's in a Picture?

COLLECTION OF JAMES B. VICKERY

Bangor Tigers

THEIR work boots bristle with dangerous-looking spikes. Home-knit socks bulge at their ankles, below their frayed pant legs. Just who these two Penobscot River drivers are is not known, but their identical stern brows and set jawlines strongly suggest they are brothers rather than mere crewmates. Both have scrubbed and shaved, and one has pulled on a rumpled jacket over his traditional lumberman's shirt, but these men are hardly attired in the Sunday best usually donned in the 1880s for a formal portrait. Yet it is their very work clothes that seem to have caught the eye of the professional Bangor photographer in front of whom they are sitting. Why else would he have asked them to cross their legs, thereby making their boots as prominent in the picture as their faces? What is most striking about the pair, however, is their cool composure. Perhaps that is only to be expected from men who toyed with death on a daily basis. For every lumberman killed felling trees in the North Woods, as many as ten lost their lives walking the logs on the river. Once the spring freshets began to slide the big sticks downriver from Chesuncook Lake in March or April, some of the most agile men in the world, the Bangor Tigers, as they proudly called themselves, took to the river on their feet: the spikes on those boots weren't just for looks. They knew by hard experience all the treacherous landmarks along the way. On the West Branch of the Penobscot, there were, for instance, the two huge rocks called the Big and Little Heaters that piled up logjams only dynamite could break free; on the East Branch, the logs tumbled down Hulling Machine Falls, Stair Falls, and Grand Pitch and all too often the men had to risk their lives to untangle them. When a riverman drowned or was crushed on the log drive, fellow tigers hung his spiked boots on the nearest tree branch in rough but eloquent tribute. The surviving river hogs by midsummer arrived more than a hundred miles downriver at Bangor with their hard-earned wages of twenty dollars a month burning holes in their pockets. Just making it to Bangor was reason enough to whoop it up. Part of the fun was to sit for one of those newfangled photographic portraits, such as the one above, to send to the folks back home. It was graphic proof that "We made it and we're all right," and in many cases, as these men knew, it was a more lasting claim on immortality than a pair of boots hung on a tree. *—Ellen MacDonald Ward*

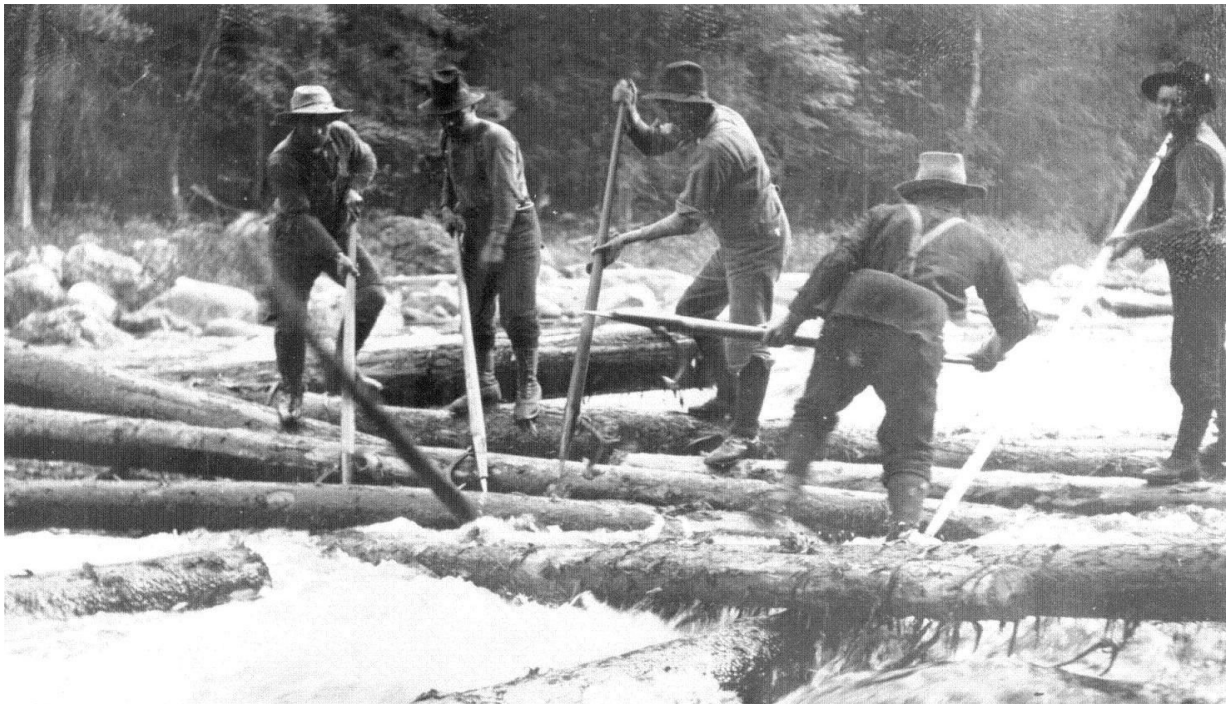
THE BANGOR TIGERS

The woods of Northern Maine, New Hampshire, and Vermont still echo with the old-time loggers, a tough, colorful and virtually bygone breed of men. During the 1800's and into the early 1900s, they made New England the nation's premier lumber-producing region; for a time, the world's leading timber port was the city of Bangor, near the mouth of Maine's Penobscot River. Of all the men who worked in the forest, the elite of logging were the Penobscot Men or Bangor Tigers, as they called themselves - name soon adopted by other loggers around Maine. Skilled woodsmen, hard to beat at dam building, boat-handling, and saloon fighting, they were amazingly "nimble-catty" was their word for it - riding a bucking, rolling log down a spring-flooded river in their heavy spiked boots.

The north-woods wilderness was home for these men and they sought it out, learning its ways, moving ever deeper into the forest. To stockpile the long logs for the spring drives, they chopped away through the winter; they sledded the cut timber to the riverbanks on well iced roads, using horse teams to pull the heavy loads. They worked in temperatures of 30 below zero in January and February, and stood in icy water up to their waists in March and April, relying on keen reflexes to escape falling trees and branches, runaway log loads, and white-water jams. Far from doctors, they treated their minor wounds with salt pork or tobacco juice and sewed up frost-cracked hands and feet with needle and thread; if a man felt sluggish, he downed a few spoonfuls of kerosene to "tone up the system."

Yet for all its hardships, low pay, long hours, and miserable living conditions, logging was an exhilarating life, one that made ordinary jobs drab by comparison. Every summer as the men ended the drive and headed for Bangor, many a logger swore he would never go back again. But after he had drunk up his pay and seen the sights, more likely than not he would look over the lists, pick a camp with the best boss and cook he could find, and sign up for another season.

Logs headed down river. (Photo from the Maine Memory Network, contributed by the Patten Lumbermen's Museum)



River drivers push stranded logs into the river. If too many logs piled up, a log jam would begin. Driving was dangerous. Image from: *Then & Now: the Penobscot River* » West Branch log drive 2, ca. 1900, courtesy Patten Lumbermen's Museum (Bangor Daily News Photo)

LUMBERJACKS & RIVERDRIVERS

Prior to 1840, lumbering in the Penobscot region was largely on an individual, family or partnership basis. Production was relatively modest and limited to the area around Bangor, but with the increasing demand for pine came the need for larger scale operations than small companies could provide. Large corporations were formed to take advantage of the vast opportunities to be found in harvesting the mature pine of Maine's North Woods.

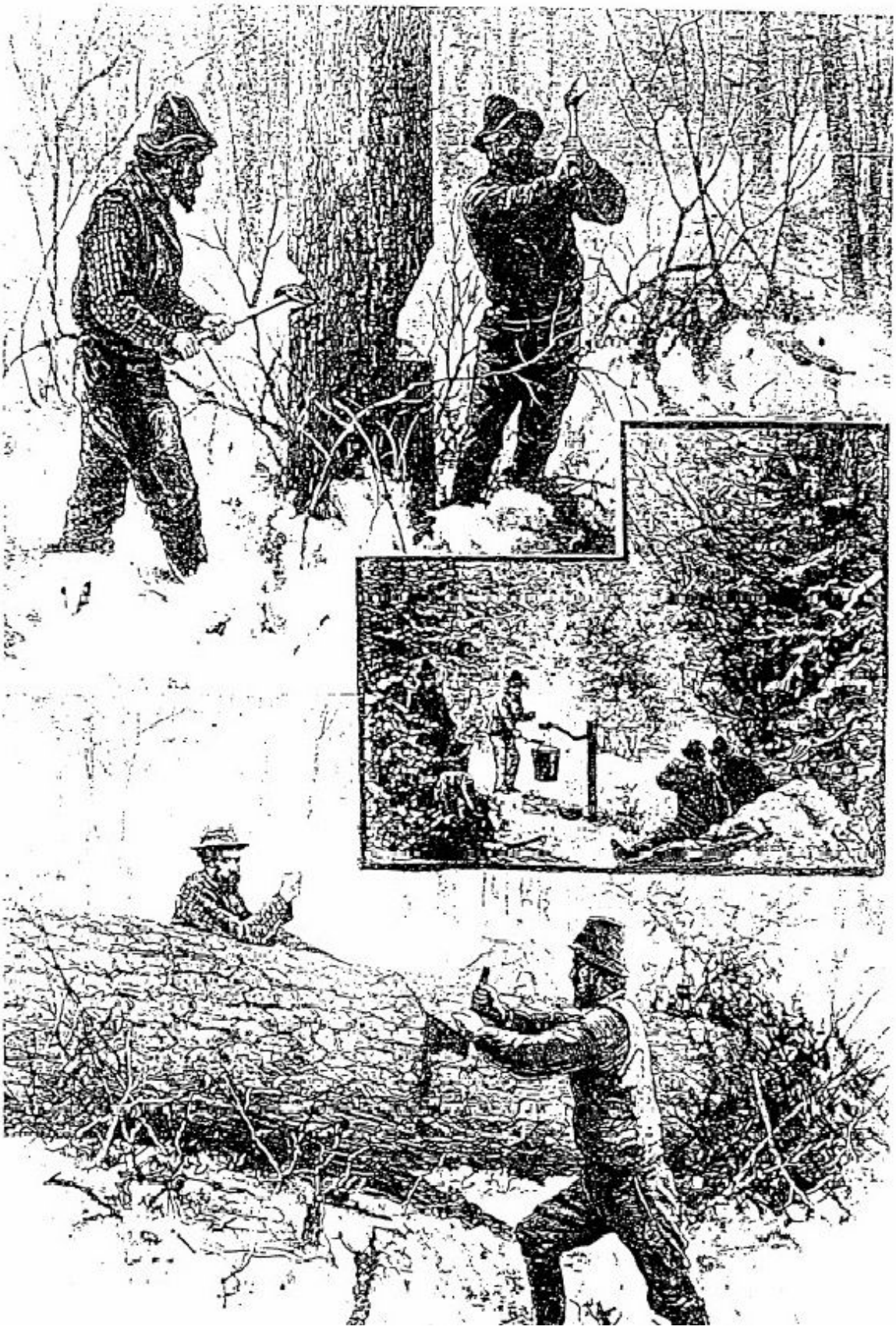
The Penobscot, Maine's longest river, carried 8 ½ billion feet of timber down to Bangor between 1830 and 1880. The Queen City, because of its location at the head of tide water, was destined to become the largest lumbering port in the world.

Other than trees and water transportation, there was one other item required to build a large-scale operation, and that was man power. Men were needed to provide the financial capital to start the operations moving. Men were needed to survey the land for the owners and to determine the kinds of timber in the area. Men were needed who were willing to give up their home lives to work in the lumbering camps and cut the wood, and men were needed to drive the logs down river to Bangor as well as to saw the timber into boards and to distribute the finished products.

All of these men appeared on the scene. Wealthy out of state investors, such as David Pingree and William Bingham, bought vast tracts of land and commenced operations. They hired men, such as Ebenezer Coe, John Black, and General David Cobb, to survey their land, draw maps, and sell timber rights. Other men were hired to "cruise" the land to find out what kind of timber was on it, and still others were hired to cut the timber. These men were a widely diverse group by nationality: Irish, Native Americans, French-Canadians, Prince Edward Islanders, and native Mainers, but they had one common trait: they were all tough and hard workers.

The logging industry would soon enter its Golden Era.

Lumberjacks & Riverdrivers



I. FALL

Since the purchase of land for marketable timber was a major financial investment, men interested in buying timberlands found it necessary to survey the area under consideration before making a final commitment. Oftentimes they surveyed the land themselves, but more usually, they hired experienced men called “cruisers” to appraise the acreage for them. These cruising operations were usually undertaken in the fall of the year when the weather was mild, insects were gone, and visibility was adequate to identify trees by the color of their leaves. During the fall, the ground was also dry and the water in the streams was high enough for travel. It was the duty of the timber cruiser and his assistant to explore the area carefully and make an estimate of marketable standing timber, to look for access to driving routes, to note difficulties in the terrain, and to study the lay of the land. Once back in town, the cruiser wrote up his report and drew up simple maps for use by himself and his employer. Once the land was purchased, another cruise was run to establish property lines, more closely estimate stands of pine, and determine the best locations for logging camps.

II. WINTER

During the cutting season, the men lived in camps of ten to fifty men. The camp generally consisted of two square log cabins, high roofed on one side and sloping to just two or three feet off the ground on the other - quite similar to salt box houses. They were often joined together by a corridor (called a “dingle”) which housed an open fire large enough to accommodate six-foot logs that emitted its smoke through a hole in the roof. The loam floor was divided into different areas by six-inch poles laid out lengthwise in the dirt. One section was called the dining room, one the kitchen, and one the sleeping area.

Food was cooked on cranes over a central fire or in holes in the ground, which gave their name to bean-hole beans. In early camps, everyone ate from a communal frying pan, but later on tin dishes and forks were used.

The men slept in double or triple-decker bunks made of poles and pine bough mattresses. One quilt which ran the entire length of the bunk was used to cover all of the occupants. The headboard was imply the wall of the cabin, while the foot was called “the deacon’s bench,” a plank set between the foot poles where the men could sit near the fire.

Six to nine men constituted a woods crew. First of these was the “wood butcher,” the boss. Next came the head chopper and his helpers who selected and felled the trees and then cut them into logs. The master swamper and his helper cleared the roads through the woods for the log sleds. The barker and leader hewed bark off that part of the log which was dragged through the snow and helped the teamsters load. The head scaler and his crew estimated the number of board feet in the logs. Last came the teamster who hauled the logs to the yard or landing.

Early in the era, the swampers were paid ten to twelve dollars per month and the bosses got twenty to forty dollars. Wages later rose to twelve to fifteen dollars for swampers and thirty to sixty dollars for the camp boss. The teamster was always considered to be an important man and was paid up to sixty dollars per month. He not only hauled the logs - most dangerous job on icy hills - but had complete care of the horses and oxen twenty-four hours a day.

The most important tools of the logger were: crosscut saws, axes, skids, chains, pike poles, fid hooks, peaveys, goads, and bobsleds. The peavey illustrates well the

Maine man's ability to improve his methods. Originally, it was called a swing-dingle or cant dog and was a difficult tool to use. In 1858, Joseph Peavey manufactured an improvement, and to this day the tool is known as a peavey. (Drawing by Pearson Scott Foresman - Archives of Pearson Scott Foresman, donated to the Wikimedia Foundation.This file has been extracted from another file: PSF P-670002.png, Public Domain, https://commons.wikimedia.org/w/index.php? curid=3850970)

"Wanagan," a word borrowed from the Native Americans, described either the boat that served as a kitchen on the log drives, a supply boat, or the box in the kitchen where staples were stored. It also meant a camp store where the men bought tobacco and clothes.

Somewhere in the cluster of camp buildings was the "hovel," a very primitive type of log building used to house the animals.

A day in the woods began when the cook signaled rising time well before daylight. Breakfast, like almost all meals, consisted of salt pork, "bean-hole" beans, bread, molasses, johnny-cake, salt cod, and lots of strong very hot tea. This was sometimes augmented by venison, bear, or small game. The cook was a very important man in camp because he could do so much for morale. He ranked in importance second only to the boss.

After breakfast, the men walked to the work area and selected trees, laid slides to receive them, cut trees, removed the limbs and branches, stripped the trees of bark, and yarded the logs. (Yarding is a term which describes the hauling of logs on a go-devil pulled by oxen or horses to an area where they were held or loaded on a larger sled to be dragged to the river.

A winter's day in the woods always meant a chance of frostbite due to severe cold or wet weather. There was the ever present danger of falling limbs or trees. Woodsmen were often injured by felled trees rebounding and striking the cutter. Other hazards included sleds sliding down steep hills out of control, axes slipping, and falling.

There were two lunches a day; one at ten in the morning and another at two in the afternoon. For these meals, "cookees" (the cook's assistants) carried the food to the men on a small sled.

Work ended when it grew dark, and the crew returned to the bunk-house for supper, songs, card playing, dancing, fiddling, and storytelling. One man did not participate. He was busy sprinkling the drag roads with water to keep a smooth coat of ice on them for the next day's hauling.

The woodsman's life was lonely and spartan, but he still managed to enjoy the thievery and friendliness of the Canada Jay or "corbie"(crow) and other creatures of the north woods. He played poker for tobacco stakes, hunted, visited neighboring camps, and collected spruce gum. Whittling and carving were also favorite hobbies. If there were French-Canadians in this integrated community of Native Americans, Irishmen, Prince Edward Islanders, and Yankees, the woodsman fiddled and danced. His ultimate consolation, however, was his hot tea and his pipe.

II. WINTER (Part Two)

I. The Day's Activities
   A. Day began with the cook's call - before daylight
   B. Breakfast - beans, molasses, salt pork, and biscuits
   C. Walk through woods to work area
   D. The men worked hard, fast, steady
      1. There was generally a surplus of labor, so only the good workers were kept on
      2. The spirit of the men was to get the job done quickly and be able to get "out" (to town) as soon as possible, also to do more or finish sooner than another crew or nearby camp
   E. Sequence of work:
      1. Select tree to cut
      2. Lay slides to receive it
      3. Cut tree
      4. Remove limbs and branches
      5. Strip bark
      6. Yard the log - drag or haul on sled (go-devil with horse or oxen) to central area, and/or load on larger sled to take to river
   F. Danger was ever present - also great discomfort
   G. Lunch brought by cookee
   H. Work resumed until dark (10-14 hours per day)
   I. Supper
      1. At all meals the men ate and enjoyed great quantities of hearty food: salt pork, beans, bead, molasses, johnny cake, salt cod, lots of very strong very hot tea, coffee, sometimes venison, bear, or small game when men had the time (and success) for hunting and trapping
      2. Second man of importance was the cook. The cook was important for morale
      3. No talking during meals in the camp
   J. At night one man on a sprinkler sled sprayed roads to keep them smoothly coated with ice

II. After-work leisure time activities
   A. On weekdays the men sat around the fire after supper. Usually they smoked their pipes, swapped a few jokes or stories, and were soon off to bed. Sometimes they sang, whittled, played cards, or mended tools or clothes. The cook prepared bread for the next day.
   B. Sundays
      1. Rested or napped in the morning
      2. Replenished beds with fresh boughs

3. Washed and mended clothes, greased boots
4. Wrote letters, re-read old letters, newspapers, magazines, especially the “Police Gazette”
5. Whittled axe handles, repaired oxen yokes and tools
6. Played cards - likely poker with tobacco as stakes
7. Excursions for spruce gum or timber to cut
8. Hunted and trapped - sometimes smoked out hibernating bears
9. Visited nearby camps
10. Hauled firewood for camp
11. Danced, especially if there were French Canadians and a fiddler

III. The dangers and hardships caused a natural elimination of the weaker and unfit. A race apart from ordinary men was produced courageous, strong hardy, lusty, American pioneers - and real scamps

<u>Activities</u>

Have students make their own model of a logging camp.
Enact a typical day in the life of a logger.
Stress clothing and food, long hours, tools they might use.

A TYPICAL WEEK'S MENU FOR A LUMBER CAMP
1923

MONDAY:	Breakfast:	Oatmeal, fried potatoes, cold roast beef, baked beans, hot rolls, applesauce, doughnuts, cookies, tea
	Dinner:	Roast loin of pork, mashed turnip, green peas, brown gravy, baked beans, yeast bread, pineapple pie, cookies, tea
	Supper:	Fried potatoes, cold roast pork, baked beans, hot rolls, stewed prunes, sugar cookies, molasses cookies, tea
TUESDAY:	Breakfast:	Fresh fried bacon, fried potatoes, baked beans, toast, stewed prunes, doughnuts, molasses cookies,
	Dinner:	Cold fresh beef, potatoes, mashed turnip, creamed carrots, baked beans, tomatoes, raisin pudding, cookies cake, tea
	Supper:	Hot rolls, vegetable hash, sausage, baked beans, pickles, cookies, mince pie, tea
WEDNESDAY:	Breakfast	Hot rolls, fried potatoes, cold baked ham, baked beans, oatmeal, stewed prunes, doughnuts, sugar cookies, tea
	Dinner:	Beef steak, mashed potatoes, green peas, brown gravy, baked beans, pickles, yeast bread, cookies, squash pie, tea
	Supper:	Meat hash, baked beans, cold roast beef, hot cornbread, white bread, pickles, stewed prunes, applesauce, assorted cookies, tea
THURSDAY:	Breakfast	Hot rolls, baked potatoes, cold boiled ham, baked beans, stewed prunes, molasses, doughnuts, sugar cookies, tea, coffee
	Dinner:	Beef and vegetable soup, baked beans, cold roast beef, tomatoes, strawberry tarts, pineapple pie, doughnuts, tea
	Supper:	Boiled potatoes, beef steak, cold boiled ham, stewed prunes, mince pie, cookies, doughnuts, tea
FRIDAY:	Breakfast:	Cereal, fried potatoes, baked beans, stewed peaches, doughnuts, cookies, tea, coffee
	Dinner:	Boiled codfish, boiled potatoes, green peas, roast beef, Baked beans, pickles, brown gravy, white bread, mince pie, cookies, tea
	Supper:	French fried potatoes, boiled ham, baked beans, hot rolls, strawberry jam, doughnuts, cookies, tea
SATURDAY:	Breakfast:	Hot rolls, sausage, fried potatoes, roast beef, baked beans, doughnuts, tea, coffee
	Dinner:	Roast beef, potatoes, mashed turnip, sweet corn, brown gravy, stewed pudding, cookies, jam, tea
	Supper:	Clam chowder, baked beans, brown bread, white bread, stewed prunes, mince pie, cookies, tea

III. THE DRIVE (During the Spring)

During the winter, logs were piled one on top of the other forming a “yard.” Sometimes they were piled directly on the ice. Usually the yard was located next to a stream or lake.

In the spring, skids were cut, laid paralleled to each other and at right angles to the stream. The logs were then shoved into the water and floated downstream to “clear the landing.” This task usually took a week or so with all hands working in the water with the cant dogs and pike poles. In shallow streams, it was often necessary to construct a dam to raise the water level enough to float the logs. The logs would flow through the opened gates or sluiceways, which had been constructed. If larger ones got stuck, the river-driver would leap in and use his cant dog to loosen the log.

In areas where the winter’s cutting had been near a lake, these logs were frequently hauled directly onto the ice. They were laid together as compactly as possible and enclosed in a “boom.” The boom was made by fastening the ends of the trunks of long trees so the logs wouldn’t scatter over the lake when the “ice went out.” A strong raft was made of logs with a capstan or winch for the purpose of winding up the slack rope, thus moving the structure forward (Photo from http://www.histoireforestiereoutaouais.ca) To perform this feat, two or three men would take an anchor into a bateau (boat), row out the extent of the rope, drop anchor, and then haul up the rope by pushing the capstan bars.

Drives began when the ice broke up - “as early as April, sometimes March when the high ascending sun began to melt the snow on the south of the mountains and hillsides.” The drives in the brooks, lakes, streams, and tributaries all originated as individual drives, with the logs all cut and driven by one crew and owned by an individual or company. As the logs issued forth into the Penobscot from these many sources, they often formed one grand drive, with separate crews uniting - making a

tremendous sight. In other instances, one drive might precede another making the river one procession of logs and crew for miles.

"By 1825, sufficient quantities of lumber were being floated down the Penobscot from its upper reaches which created a problem of handling above Old Town. Large numbers of men and companies were interested as owners and purchasers of logs in the river. It was natural and necessary that the logs should float down the river in a confused condition and to separate them for sawing and marketing" For this purpose a sorting boom was set across the river above Old Town to catch the logs This was the famous Pea Cove Boom. Although the boom was privately owned, each lumberman sent his "checker" to stand on a log in midstream to watch logs go through the sorting gap. Each time the owner's mark appeared, the marked log was poled ashore. Then thirty or more logs were bound into a raft and tied to a buoy. Running crews took the rafts down river twice a day. Mill men came to inspect the logs and make their purchases. Once the logs were bought, they received a second mark, that of the mill where they were to be sawed. The logs were then rafted to the sawmills.

IV. SUMMER

Men, logs, lumber, and ships met in Bangor. The woodsman received his pay at the end of the season. Debts he had incurred at the wangan, or company store, were deducted and the rest was pocketed. It was a noisy time in Bangor as they sought relaxation and companionship in the grog shops or Washington Street, Exchange Street, and Devil's Half Acre. Some men stayed in Bangor all summer working in the sawmills. Others returned to home and family to work the land till harvest time and another woods season.

The products of the Maine woods were ship timber of hardwood. Planks and boards were called long lumber by the shippers. Clapboard, laths, fence posts, pickets, and shingle bolts were called short timber. Until the later years of this period, most of these items, except shingles, were made of white pine. Fir was never cut; hemlock was left to rot after peeling; spruce was little used except for spars and sometimes in house frames. Pine - "pumpkin pine" and "bull sapling" was the wood above all others.

From 1850-1870, more than 40,000 ships arrived in Bangor with goods to exchange for Maine lumber. The wood left port in many forms. England preferred to buy or "deal" wide timbers six or more feet long to be sawed at destination into the dimensions required locally. Also loaded were ship timbers including masts and spars. The West Indies bought bundles of staves, hoops, and heads. Each bundle contained the material to make a hogshead, cask, or barrel. Cuba bought shooks (a set of components ready for assembly into a box or cask) and box parts, which were used to ship sugar. Nests of casks, hoops and hoop poles, and bark were also shipped. One unique item was knees of juniper or hackmatack. These consisted of that portion of the tree which forms the angle between the trunk and the root. The knees, because of the shape, were an important item used by shipyards at home and abroad in the construction of ships.

BOOMING LOGS ACROSS LAKES

Logs float down a river, but not down a lake. Two to five million feet of logs, covering acres in area, were enclosed in a boom. A boom consisted of big logs, some 32 feet long, firmly fastened end to end by ropes that passed through holes bored in the end of the logs and were double through-shotted with stout through-shot pins driven into the holes to wedge the ropes. (After iron was attained, these logs were fastened with chains.) Once the boom was closed around the logs, it was attached to the headworks by a short warp. Headworks is a raft of triple cross-piled logs, one log long and about fourteen logs wide, all hewed to fit, and stoutly tree nailed together. This might also be called a bulk-head. Upon the headworks was set a capstan, a great spool made of a single log, revolving around a central shaft, and pierced around the top for eight capstan bars. There were no pawls at the bottom, as on a ship capstan, but a number of small sticks slanting upward toward the barrel kept the warp from fouling under the spool. An anchor, weighing 200-300 pounds, was attached to about a thousand feet of inch and half hawser and used in a warping boom. Headworks was accompanied by a boat. The anchor was put in the boat with twelve men and rowed out ahead, while the remaining four men fed off the warp from the spool. The anchor was dropped and the boat returned to the headworks. Then all hands manned the capstan bars, two men to a bar, and began to spool up the warp. When the anchor was underfoot, the boom was left to drift with the headway already gained. The anchor was raised and rowed out by boat again. Then the boat came back and the men tumbled out upon the headworks, throwing themselves upon the capstan bars, to begin their tramping around and around and around as they wound up the straining warp. Thus, inch by inch, the boom was drawn across the lake, two or three miles a day, twelve hours a day with a full crew. To tow by hand such a heavy unwieldy float of logs for so great a distance was always a work of magnitude.

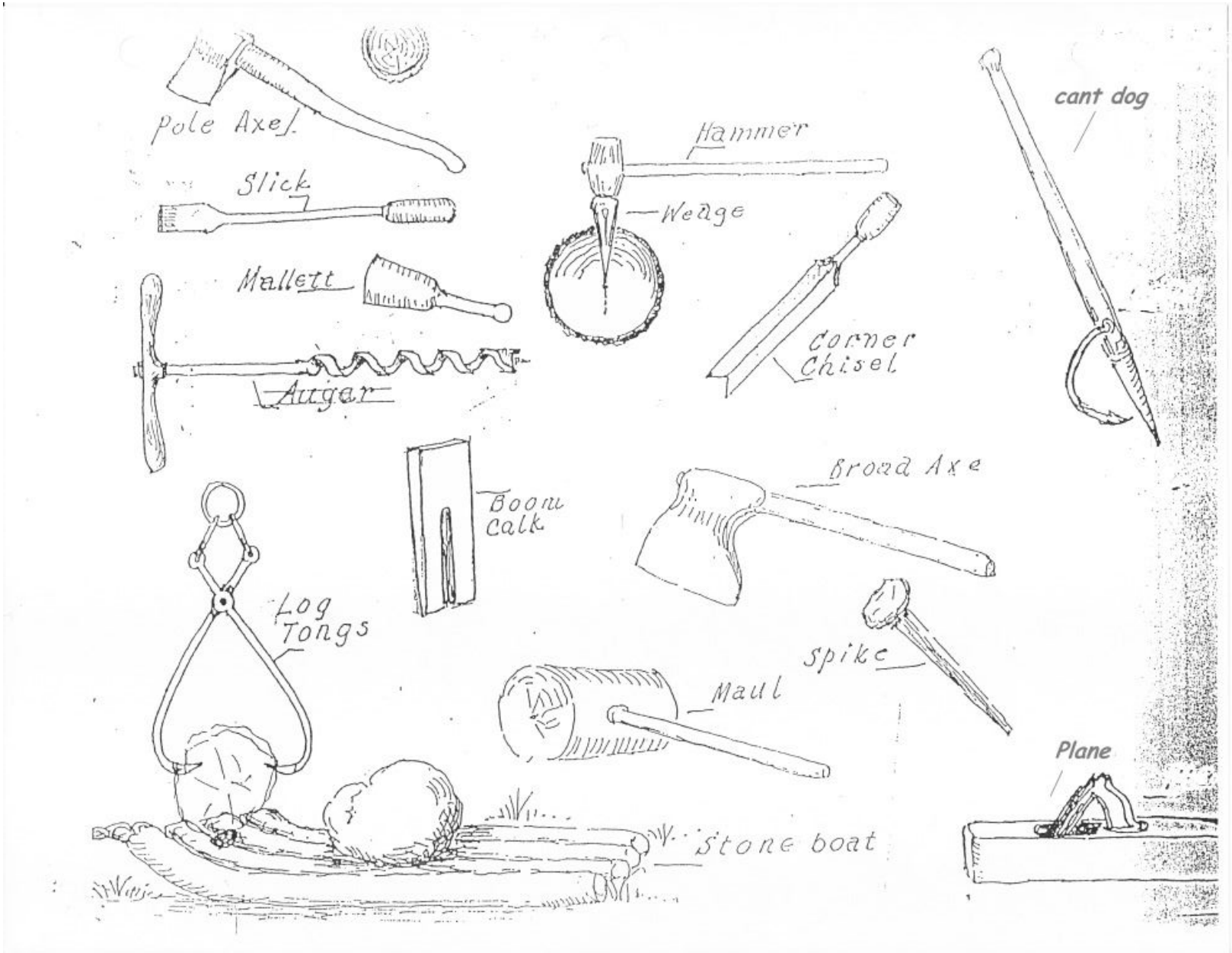
LUMBERJACKS

Lumbering operations were once the trade of rugged, lusty lumberjacks who were said to “sleep in trees and even eat hay if sprinkled with whiskey.” These were the woodsmen who never took off their red flannels from the time they hit camp in the fall until they came “out” in the spring; who never shaved; who chewed great hunks of tobacco, could spit 15 feet into a head wind and hit the mark; and roll off a lusty hair-raising stream of profanity. Horse-play, storytelling, and singing of such chanteys as “Little Brown Bull” constituted the social life of the old boys who sometimes worked in the snow to their armpits, and who could stand upright on a rolling log in midstream.

Each spring, the lumberjacks left camp and swaggered into the quiet villages to show the outside world what he-men they were. There were fights a-plenty, gory and bloody; when a man wore imprints of a lumberjack’s calked boots, he was marked for life as fighter.

Real bean-hole beans were important in the “feed” of lumber camps. Pots full of salt pork and beans were kept all night over rocks placed in the ground and brought to white heat. These were eaten with biscuits made by the camp cook or cookee whose reputation rose or fell on the quality of his output.

Modern machinery has replaced all this; lumbering is no longer a pioneer adventure. Tractors haul logs over well-built roads replacing oxen. The keen spirit of competition has gone from the River Drivers who once prided themselves on their strength , speed, and agility. Their job was to follow the drive of logs down the rivers to untangle the jams. The vigorous lumber-camp days (1934) are over. White crockery has replaced tin plates and iron forks on the table. The radio has replaced fights and howling choruses as entertainment of the past. The camps, formerly as barren of femininity as a man-of-war, now furnish quite comfortable homes for women and children. The chainsaw and the tractor have made an organized industry out of the primitive rugged employment for men these later years of the vastly growing lumbering business here in Maine.



http://www.woodsplitterdirect.com/a-history-of-maine-logging/

A History of Maine Logging

MAINE: "THE PINE TREE STATE"
Maine, known fondly as *"The Pine Tree State"* has a long, rich history of logging. Before gaining its statehood in 1820, Maine was part of the Massachusetts territory and was involved in the lumber trade with England. In the early days, beautiful pines were harvested from Maine's forests to supply masts for England's navy. Settlers to the region also used wood to build homes and other buildings in their settlements. Logging is still a thriving industry in this beautiful state today, particularly in the northern regions.

GENERAL MAINE LOGGING

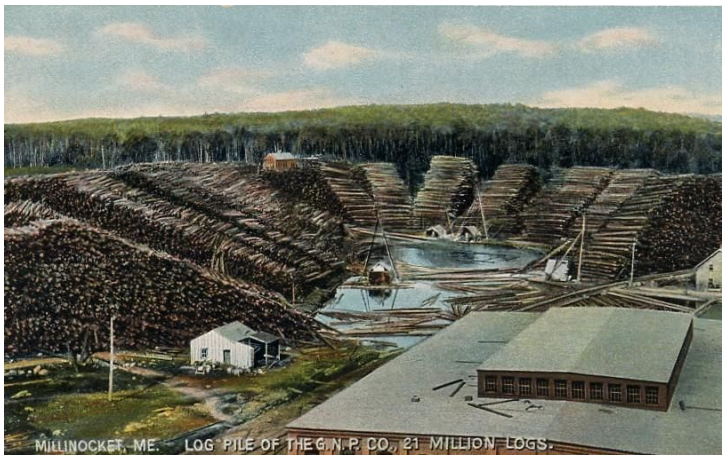
Maine's logging history began in the early 17th century when English explorers first cut trees on Monhegan Island. Maine's *first official sawmill* was built in *1634* in the small town of South Berwick. Fifty years later, the Maine region had 24 fully operational sawmills, shipping primarily soft wood (pine). Softwood was easier to float down streams during the spring floods.

During these early days of logging, England demanded the best lumber to build masts for their naval ships. The English had already depleted their country's sources of wood and had run out of viable lumber trading options with other nations. The New World had seemingly unending lumber resources that England was eager to exploit.

The Act of 1729, passes by England, reserved to the Crown all pines measuring 24 or more inches in diameter, at least 12 inches above the ground. Unfortunately, the vast majority of land in the Maine region was public, so the Crown marked an alarming number of trees.

Colonists who relied on lumbering to make money were angered that so many of the good trees were marked for the crown. They were unable to use these trees for their settlements, so resentment toward the Crown grew quickly. The tree marking would be one of the *major grievances* against England in the American Revolution.

In *1762*, many of the trees that were felled to supply England with ship masts received damage during the log drives or were deemed unsuitable for masts for any number of reasons. A large amount of this lumber was discarded because of the damage. But 14 years later, the American colonies declared their independence from England, bringing an end to the obligatory mast lumber trade.



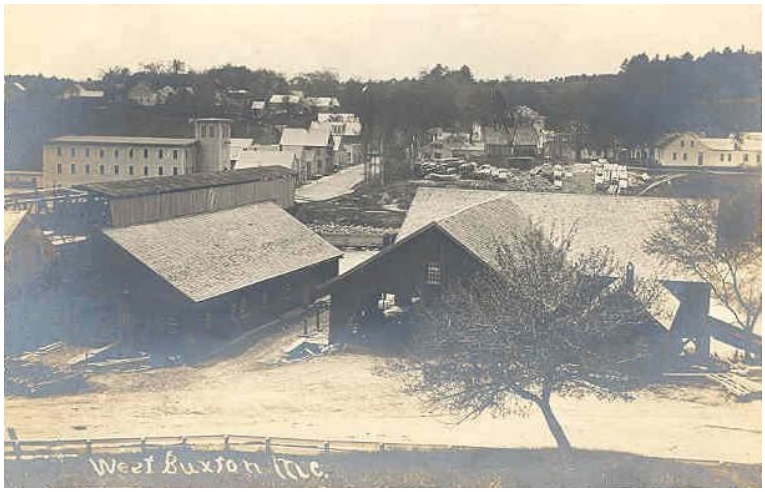
Up until 1820, logging in New England was done in one of three ways: independent, family-operated, or through a partnership. Logging cooperatives became common the same year that Maine received its statehood, 1820. The era between 1820 and 1880 is known as the era of cooperation, led primarily by lumbermen associations.

Unfortunately, the ordinary logger didn't profit much from his incredibly difficult and dangerous labors. The majority of profits from the lumber industry filled the pockets of lumber barons and company owners across New England.

Despite the hardships and poor pay, loggers helped create a *booming industry*. By 1830, Bangor, Maine, was the world's largest lumber shipping port. Between 1830 and 1890, 9.7 trillion board feet of timber was moved through Bangor. By 1834, the lumber industry had made Bangor a boom town. The population exploded from 2,800 to 8,000 people between 1830 and 1834, and many of the jobs were in the lumber mills.

During the winter months, Maine's woods were filled with logging camps. Axes, and later saws, were used to harvest a number of different trees for specific purposes. *Pine* and *oak* were used for shipbuilding, *cedar* was used for shingle, *hemlock* for tanning, and *spruce* and *fir* were used for pulp to make paper.

The winter months were cold and bitter, but they were ideal for log cutting because the snow and frozen lakes/rivers provided easy movement of logs. Horses and oxen could drag the logs without fear of snagging. Logs could then be stacked onto river banks, ready to be pushed into the swollen spring rivers for the annual spring log drives. Of course, spring log drives were ideal because the high water levels helped prevent log jams and snags.



Because river's made transporting logs from the forests to the mills relatively easy, Maine's lumber industry grew up around the Androscoggin, Kennebec, and Penobscot Rivers. Tributary streams were also used to transport logs to these major waterways.

The national demand for lumber continued to increase throughout the 19th century, so lumber industry positions expanded and large tracts of forest were cut away. Positions included *surveyors* to identify profitable stands of trees, *lumbermen* to cut timber, *teamsters* and *draft animals* to haul cut logs, *scalers* to measure the timber's worth, and *river drivers* to float logs to the mills.

Many lumbermen also worked as river drivers. The toll logging took on Maine's forests was recorded by Henry David Thoreau, who remarked on the number of stumps "as high as one's head" that he found during his time spent in the woods. Because lumbermen were working during the winter, snow covered the bottom parts of the trees.

In 1840, the majority of sawmills in Maine were concentrated in Bangor, Orono, Old Town, Milford, and Bradley. The small community of Patten was also a major center for logging operations along the Penobscot River. Today this town has a really cool logging museum. Some sources say that Maine's booming lumber days ended in the 1880s when readily accessible timber had disappeared. Logging was still an important part of Maine's economy, but as logging moved west, many of Maine's boom towns faded.

Logging was mechanized in the 20th century and specific species of trees were overharvested in record times. Maine was trying to compete with logging companies in Canada and the northwest. Regulations passed later in the 20th century have reversed deforestation effects, and Maine's current logging industry is dedicated to sustainability.

LIVING IN THE LOGGING CAMPS

Life in the logging camps was difficult. Food choices were rarely diverse and the bunkhouses, though warm, gave off pungent odors and were rarely clean.

Logging camps did not become a regular thing until major lumber companies entered the scene. Loggers would live in the camps for *4 to 5 months* during the logging season (all through the winter). In the beginning (1820s), logging camps were actually one building (20×20) built around a fire pit that supplied both warmth and a means of cooking. Twelve to fourteen men would live in the camp. They generally had a team of oxen to help transport logs.

These initial camps were constructed with spruce logs for the walls – cracks were filled with moss to keep the heat in – and cedar shingle roofs. The men had to share one big communal bed. The mattress was just a bed of balsam fir shavings, and the men had to share one big blanket.

Men washed in the "sink" – a hollowed log filled with water. And since the fire was located inside the "camp" men would hang their wet clothes and socks by the fire, creating a pungent aroma throughout the small building.

In later years, camps split into two buildings: a cookhouse and bunkhouse. These were called "double camps." And often the boss would have a separate cabin for himself. At the beginning of the 20th century, logging was centered around pulpwood for paper, and logging camps had better conditions (though still poor compared to today's standards).

A 1920s-era camp offered less than 20 square feet of sleeping space for the lumbermen. None of the bunks had mattresses and few had pillows. The bunks were full of hay or straw and men could add more if needed – and if they could find it. Men had access to blankets (spreads), but no sheets. The spreads were supposed to be *washed once a year* – if you can call being dunked into hot soapy water a wash – but sometimes the annual washing was forgotten.

Modern logging camps have usual household amenities with nice bunkhouses and real mattresses. There aren't very many logging camps left in Maine, but the ones that are left offer a second home and family for lumbermen. (One of the most notable modern camps is Comstock Camp in Northern Maine.)

The Cooks and The Food

Robert E. Pike wrote in *Tall Trees, Rough Men* (1967) that woodsmen would not work well unless they were well fed, so camp cooks carried a lot of weight and respect – if they were good. Records show that many cooks demanded absolute silence during meals to speed the men's eating process and allow ample time for clean-up.

Well-respected cooks could threaten to leave the camp if they felt they were being treated unfairly. A camp with no cook or a bad cook would have a hard time surviving the season.

A good cook was characterized by his or her ability to "prepare one thing in a number of different ways" according to Richard Judd, author of *Aroostook: A Century of Logging in Northern Maine*. Ingredients were severely limited because there was no refrigeration. Some staples of every Maine logging camp were: salted meats, salted or canned fish, pork and beans, molasses, gingerbread, and tea. Hardly a nutritious diet.

Records say that during the logging season, a camp of fifty men would "consume a barrel of flour each, sixty bushels of beans, two hundred bushels of potatoes, seven hundred pounds of ole margarine, one hundred pounds of tea, and a vast amount of meat and fish." (http://www.greatnorthwoods.org/logging/cliftonjohnson/2.htm)

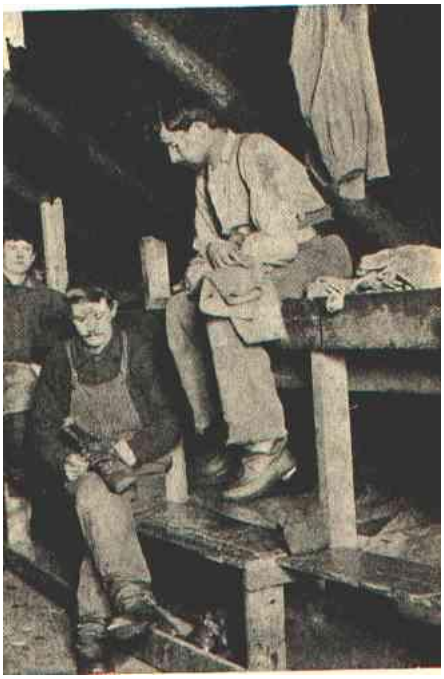
As camps grew larger, cooks gained more assistants, called cookees. Cookees had to help clean, build fires, and deliver meals to loggers who were too far from the camp to return for the noon day meal. During the beginning of the season, lumbermen established their seats for the evening meal. If new men came to the camp they would have to wait until every man was seated before he could choose his official seat.

Camp Visitors

Around 1900, visitors to logging camps included peddlers or people from mountain villages on some sort of business. Occasionally a priest or missionary would come on Sunday to hold a service.

Peddlers who sold their wares were given payment in the form of orders on the boss, who deducted 10% of the sale for his share in the transaction.

A LOGGER'S LIFE



When logging companies were established, many men came down from Canada to work for a season. The men were usually very young and seldom worked for more than two or three seasons. Some historians theorize that the French Canadians who worked in Maine's forests were trying to pay off farms that they had purchased.

After a couple of seasons, their farms would be paid off and they could work on the farm year round. Around 1900, lumbermen made between 17 and 30 dollars a month depending on their individual ability and work performed. Scots and Irish men also made up a large majority of lumbermen.

Loggers often worked from sunup to sundown, either cutting timber or driving logs down river. The work has always been dangerous. The men had to constantly be aware of their surroundings to avoid being smashed by a falling tree or falling off a log into an icy, raging river. Many river drivers did not know how to swim.

Losing one's balance while trying to break up a log jam could mean death. Luckily, calk boots (spiked) helped the river driver's balance. Dynamite and special tools were used to break up log jams along the river until log drives were banned in the 1970s.

Literature from the early 20th century romanticizes lumbermen and log drivers. Fanny Hardy Eckstorm, wrote a beautiful description of log drivers breaking up log jams along the Penobscot River in her book, *The Penobscot Man*.

SCALERS – ORIGINS AND ISSUES

William S. Warner gives an amazing account of the scaler in his essay "The Scaler: Forgotten Man in Maine's Lumbering Tradition." I will give a brief account of who the lumber scalers were and the role they played in Maine's lumber history.

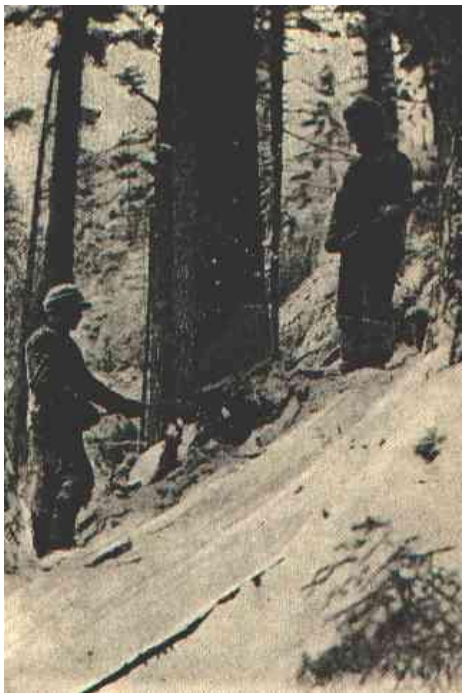
A scaler is someone who measured standing timber, logs, and sawn lumber at the mills. They were also known as surveyors in the early 19th century. The position of the scaler grew as lumber cooperatives grew and the forest industry became more complex. Warner says scalers were often thought of as "educated men who made more money, did less work, and lacked the daredevil attitude of loggers." However, the scaler measured the success of the season, so logging companies were highly dependent on them.

In 1783, Massachusetts law required each town to annually elect a scaler (known then as a surveyor) to grade and measure products. All products had to be measured before sale. When logging cooperatives were established, the number of scaling jobs increased, including both elected surveyors and private scalers.

As pine tree forests were thinned out, the need for accurate measurements increased. Scaling methods had to be refined, and by the end of the 19th century, scaling was a “significant element in the success of the season’s operation.”

In 1821, a Maine law authorized fees for scalers. They had to be paid eight cents per thousand lineal feet for “viewing and inspecting” and an additional three cents for measuring and marking the quality of the wood. This, unfortunately, led to quite a bit of lying from scalers, who wanted to make more money.

Not many years later, in 1833, the fees doubled. During this time, scalers were also required to mark all the lumber they measured with the lineal feet. This was an effort to keep the scalers honest, although it did not always work. Scalers were also required to turn over 1/10 of their earnings to the surveyor-general.



At the same time that public scalers were earning 16 cents per thousand lineal feet, private scalers were only earning four to five cents per thousand lineal feet. Most private scalers worked in the logging camps, measuring un-felled timber and cut lumber at river landings. In contrast, public scalers worked in the mills in large cities. Their job was to measure felled/cut timber before products could be sold.

The scaler, even if he was an honest one, was generally distrusted by everyone he worked with. He had the unfortunate job of liaison between the lumbermen and the logging boss. Both parties often felt cheated by the scaler. This distrust gave scalers low social status in the camps, although they often got to bunk with the boss. Another reason for their low social status may have been their lack of participation at evening meals. They would be busy working with numbers alone in their bunk.

Honest scalers were incredible assets to their companies. One unknown scaler invented the bucking board, an incredible incentive for lumbermen. The bucking board was just a piece of paper hung on the door of the men’s bunk listing the amount of wood each teamster had hauled for the day or week. Bucking boards encouraged competition among the men, although sometimes this led to arguments over the fairness of the scale. Unfortunately for the teamsters, their extra efforts didn’t earn them extra money, just pride.

It wasn’t until the end of the 19th century that actual measuring standards were set for scalers. Prior to this scalers had been making educated guesses on the profits to be made for certain sizes of logs and lumber. A good scaler would have a sharp mathematical mind and an eye for crooked or defective wood.

One of the measuring standards was called a log rule. The log rule was a table or formula that showed an estimated net yield for logs of a given diameter and length. The yield was often

expressed in terms of cords, board feet, or cubic feet of finished lumber. The results were converted to a scale and printed on measuring sticks that were then applied to the logs.

Even though measuring standards had been established, there was no nationwide standard for scalers. By 1906, there were 45 recognized rules in the United States and Canada.

LOG DRIVES

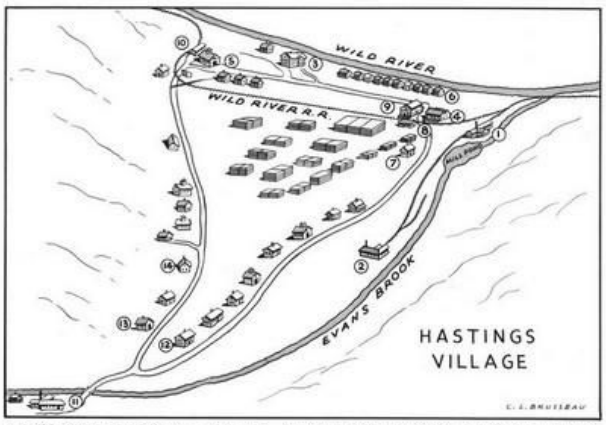
Once wood had been scaled at the camp, it was moved to the river landing to await the thawing of the river. In the spring, logs were driven down the river to the “booms” or mills for sorting. Unfortunately, there was lumber from a variety of companies floating down the river at any given time. So in order to avoid conflict, lumbermen formed mutual benefit companies to coordinate driving, sorting, and rafting activities. One example of these companies is The Penobscot Log Driving Company (PLDC).

PLDC delivered the logs of all operations along the Penobscot River into various booms. Each operator was charged a fee for the number of board feet he put through the boom each season. Scalers would measure the lumber at the boom. Logs had to be sorted and grouped in the middle of the river near the booms to determine the fee each operator had to pay.

Booms were built by mill owners along the major rivers as the last stop for lumber. Lumber was counted, sorted, and distributed at these booms.
Log drives down the great Maine rivers were banned in the 1970s because of the pollution they caused. However, some tributary springs show remnants of logging sluices and dams used to move lumber to the mills.

For a visual of the exciting log drives, watch the short, silent film Logging in Maine. This 1906 film follows a log drive and team of river drivers.

HASTINGS – A LOST LUMBER COMMUNITY



1. Wild River Lumber Co.: Saw Mill, 2. Wood Alcohol Mill, 3. Boarding House, 4. Freight Shed, 5. Barn, 6. Cottages (Ten Commandments), 7. School House, 8. Office, 9. Store, 10. Freight Shed; 11. Hastings: Birch Mill, 12. Boarding House, 13. Blacksmith Shop, 14. Store.

Hastings is a great example of a logging community near the end of the 19th century. It was a major logging center from 1890 to 1910 and was completely abandoned in 1918.

In 1851, David Robinson Hastings purchased several hundred acres of land in the White Mountains, including land that would later become Hastings village.

The Hastings' brothers bought land around the same area. His brother, Gideon, built a farm and worked to improve the logging road to the railroad station at Gilead. By the mid 1880s, Hastings was harvesting thousands of cords of hemlock bark to tanneries in Maine. He was also cutting cast quantities of virgin spruce for lumber.

Despite the Hastings brothers' involvement in the White Mountains, Hastings village was actually developed by Samuel D. Hobson. He helped form the Wild River Lumber Company for cutting, manufacturing, selling and dealing in lumber and other forest products. Hastings village grew up around the company. At its peak it boasted 300 year-round residents, but with the addition of seasonal woodsman, the area was home to over 1000.

Hobson also helped in the construction of the Wild River Railroad. This railroad was the only way of reaching the timber stands near the headwaters of Wild River from the Grand Trunk Railway in Gilead – a distance of 14 miles. It was in full operation from 1891 to 1904.

Foreseeing the end of a profitable market, Hobson sold the company to Daniel Emery, a native of Portland, in 1898. Emery changed the company name to Hastings Lumber Company. Production increased dramatically to 65,000 board feet per day, and the railroad was pushed to its limits. Raging forest fires in 1903 destroyed large tracts of forest and a major part of the rail line. Operations at the Hastings Lumber Company officially ended in the fall of 1904.

The sawmill at Hastings village continued to operate sporadically under the Hastings family until 1910. By 1918, the village was completely abandoned. It has been totally incorporated back into the forest, but explorers with keen eyes may find remnants of the once prosperous lumber village.

FAMOUS LOGGING EQUIPMENT

Both the steam Lombard log hauler and the widely used "peavey" were invented in Maine. The steam Lombard log hauler was the first successful tracked vehicle. It was patented in 1901 by Alvin Lombard of Waterville, Maine.

The log hauler travelled on icy roads at a maximum speed of 5 mph. But the best thing about the log hauler was that it could tow

multiple sleds of logs with loads up to 300 tons, replacing the work of 50 horses! Eventually the machines switched to gasoline power.

The well-known peavey was invented in 1858 by Joseph Peavey, a Maine native and blacksmith at Stillwater near Old Town. He created the peavey to "improve the work of the river drivers as they attempted to move and separate logs heading to a sawmill." A pick and hook were added to the end of the peavey to help turn logs and control them down the river.

UNDERWATER LOGGING – MAINE TODAY

Logging still takes place in many forms throughout Maine. One of the most interesting forms of logging in the region, however, is underwater logging. Dead Head Lumber, operated by Todd Morrisette, scours lake floors across Maine for abandoned logs.

Morrisette believes that most of the logs he recovers were cut around the 1830s and after during the major boom. The logs, for whatever reason, sank during log drives. Because Maine's weather out on major lakes can become unpredictable, these logs were abandoned by river drivers. They have been preserved for nearly 200 years by Maine's fresh water and lack of oxygen.

Most of these logs are used to create wood floors and kitchen tables throughout Maine.

Museums to Visit
Maine Forest and Logging Museum
Patten Lumbermen's Museum
Boom House Museum
Maine Forestry Museum
Bangor Museum and Center for History
Resources to View
Living off the Land & Sea
A Logging Camp c. 1900
Old Boy, Did you get enough pie? A Social History of Food in Logging Camps

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Photo Credits
http://whitemountainhistory.org/Hastings__Maine.ht…
http://www.greatnorthwoods.org/logging/cliftonjohnson/2.htm

Down East to Bangor
ABC Book

A is for Atlantic Ocean - Explorers used the Atlantic Ocean as a main "highway" to get up and down the east coast.

B is for Chief Bessabez - Chief Bessabez met with explorer Samuel de Champlain at the mouth of the Kenduskeag Stream and traded valuable items.

C is for Samuel de Champlain - He was a mapmaker who was on an expedition to start a new colony.

D is for Down East - With the wind a your back it will be an easy "downhill" trip on the Atlantic from Boston to Bangor.

E is for Explorer - Many explorers came across the ocean in ships looking for gold and furs. This happened on the Penobscot River in 1604.

F is for Foot-trails - The rivers were connected by foot-trails through the forests.

G is for Gluscap - He was a Wabanaki hero who was like a god to the native people in this area.

H is for House - The native people lived in houses called wigwams. Several families lived together and each family had its own cooking fire.

I is for Island - In the summer families camped on the shore of islands where fish, berries, and clams were plentiful.

J is for Jobs - Many jobs were done by adults and children. The seasons determined which jobs needed to be done.

K is for Kenduskeag Stream - Penobscot Native Americans liked to live and plant their gardens at the mouth of the Kenduskeag Stream in the summer.

L is for Language - Many of the words we use now like Kenduskeag and Aroostook came from Native American languages.

M is for Made - Native Americans made everything they needed such a clothes and tools. There was no Wal-Mart!

N is for Reverend Seth Noble - He registered our town as Bangor instead of Sunbury 200 years ago. He gave the name of a hymn he was singing by mistake.

O is for One Room School House - Abigail Ford was the first school teacher in this area. She taught in a room in her own house.

P is for Plantation - The first settlement here was named Kenduskeag Plantation and had only 169 people.

Q is for Quill - People used feather quills and vegetable dyes to write. Paper was scarce, so they did not do a lot of writing.

R is for Robert Treat - He ran the first truck house where Wabanaki people could trade furs for metal tools, cloth, kettles, and beads.

S is for Squatter - A squatter is a person who settles and builds a house on public land hoping that it will become theirs.

T is for Timber - the lumberjacks would shout, "Timber!" whenever they cut down a tree so that everyone could get out of the way.

U is for Underwater - The river drivers did not want to end up underwater because the chance of finding a break in the logs to get back to the surface was small.

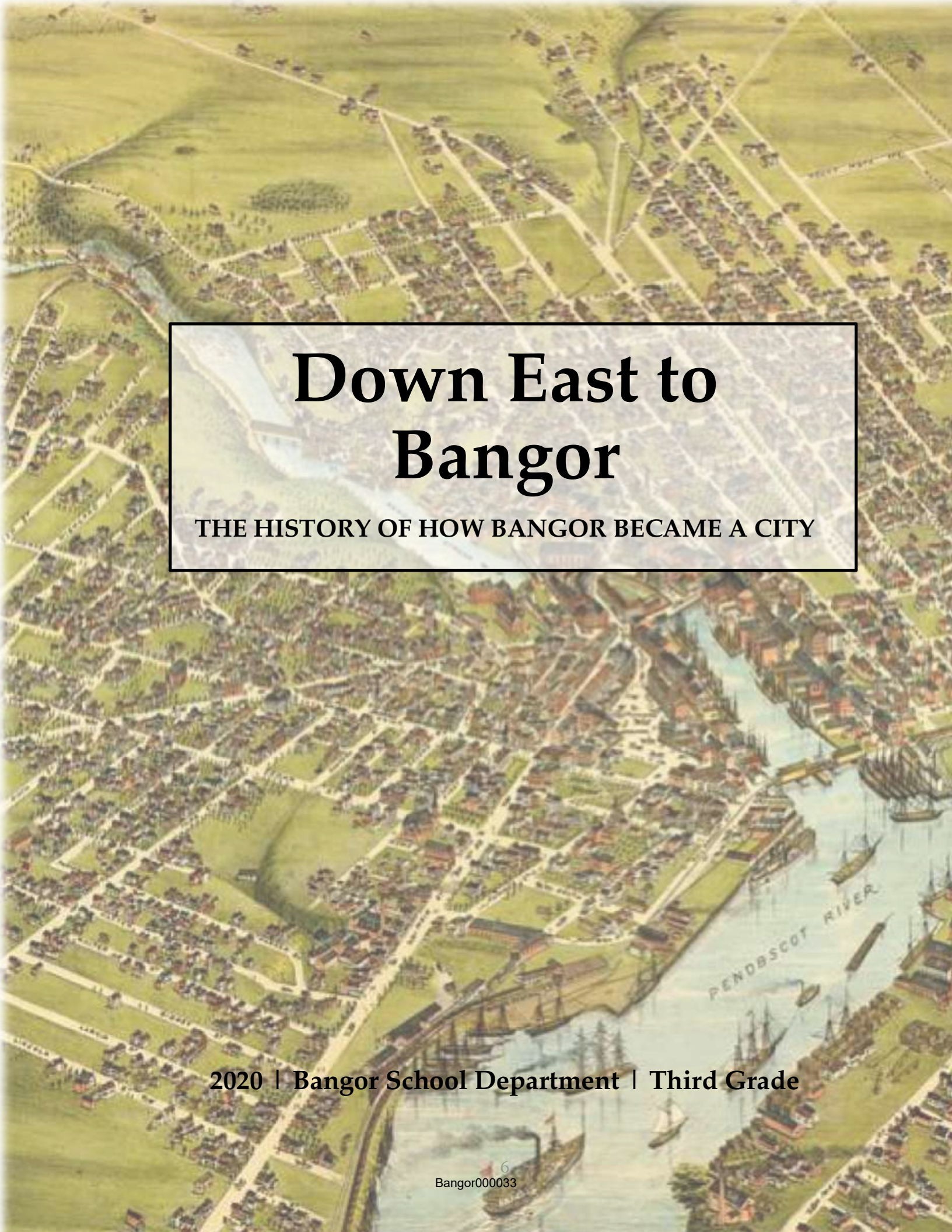
V is for Vision - The landowners and land agents were the men with the vision. They saw what was needed and how to get it.

W is for Warehouse - The wood was stored in warehouses before and after it was cut.

X is for oX carts - Food and hardware were sent to lumber camps on ox carts from Bangor after the ground was frozen.

Y is for Yummy - The lumberjacks sometimes ate 3 barrels of yummy donuts a day.

Z is for Zenith - Bangor reached its Zenith when it became the greatest lumber port in the world in the late 1800s.



Down East to Bangor

THE HISTORY OF HOW BANGOR BECAME A CITY

2020 | Bangor School Department | Third Grade

Cover and title page image:
Birdseye View of the City of Bangor
Penobscot County, Maine, 1875
Drawn by Augustus Knoch
Published by J.J. Stoner Madison, Wisconsin

Down East to Bangor

THE HISTORY OF HOW BANGOR BECAME A CITY

Published by the Bangor School Department
Revised Edition 2020

Reprinted 1983, 2003

To Elizabeth D. Tibbetts
who saw the need and worked for the completion
of this history for the school children of Bangor.

And for the continued efforts of
the Bangor School Department,
which continues to update and educate students
on Bangor's evolution into the twenty-first century.

Table of Contents

Chapter 1: The Wabanaki

Native Americans were the first group of people who lived in the United States of America. The Wabanaki or "People of the **Dawn**" are the Native Americans who lived all over the northeastern United States. This was called Dawn Land, because it is where the sun first comes up every morning.

You may be wondering, where are these people today? In our state of Maine today, the Wabanaki is a band of five **tribes**: the Passamaquoddy, Maliseet, Mi'kmaq (Micmac), Abenaki, and Penobscot. Even though most of Maine's Native people are a part of one of these four tribes, other Native people live in cities and towns across our state. Hundreds of years ago, the group of people living in the Bangor area were the Penobscot, which is why the river in Bangor was named Penobscot.

Today, Wabanaki people live **modern** lifestyles. But what did they do hundreds of years ago? How did they survive the hot sweaty summers and freezing cold winters? Let's take a journey back in time to find out.

Penobscot settlements were located at the **mouth** of the Kenduskeag Stream. Native Americans had been living on this river and had been using it as a **waterway** for **generations**.

The Penobscot River was just one of many Native American highways. Their highways were waterways, or rivers and streams that were connected by foot-trails through the forests. The Wabanaki could travel all over the entire state of Maine for trapping, hunting, fishing, and trading. This was the Wabanaki way of life.

How did Native American children learn back then? If you were a Wabanaki child, you wouldn't have gone to school like you do now. You would not have had books to learn from. This is because Native Americans did not write down their language. It was a spoken language.

Abenaki-Penobscot Animal Words


alemos


ahaso


beziko


wôboz


môlsem


awasos


bezo


wôkwses


azeban


kôgw


mategwas


mikoa

Children learned about their family history, **customs**, and laws through stories, music, and dancing. The older people of the tribe would share their stories with the children. Children would learn stories of **spirits** in animal forms. Family names would be an animal name, such as Beaver or Bear. That animal was believed to give each family power.

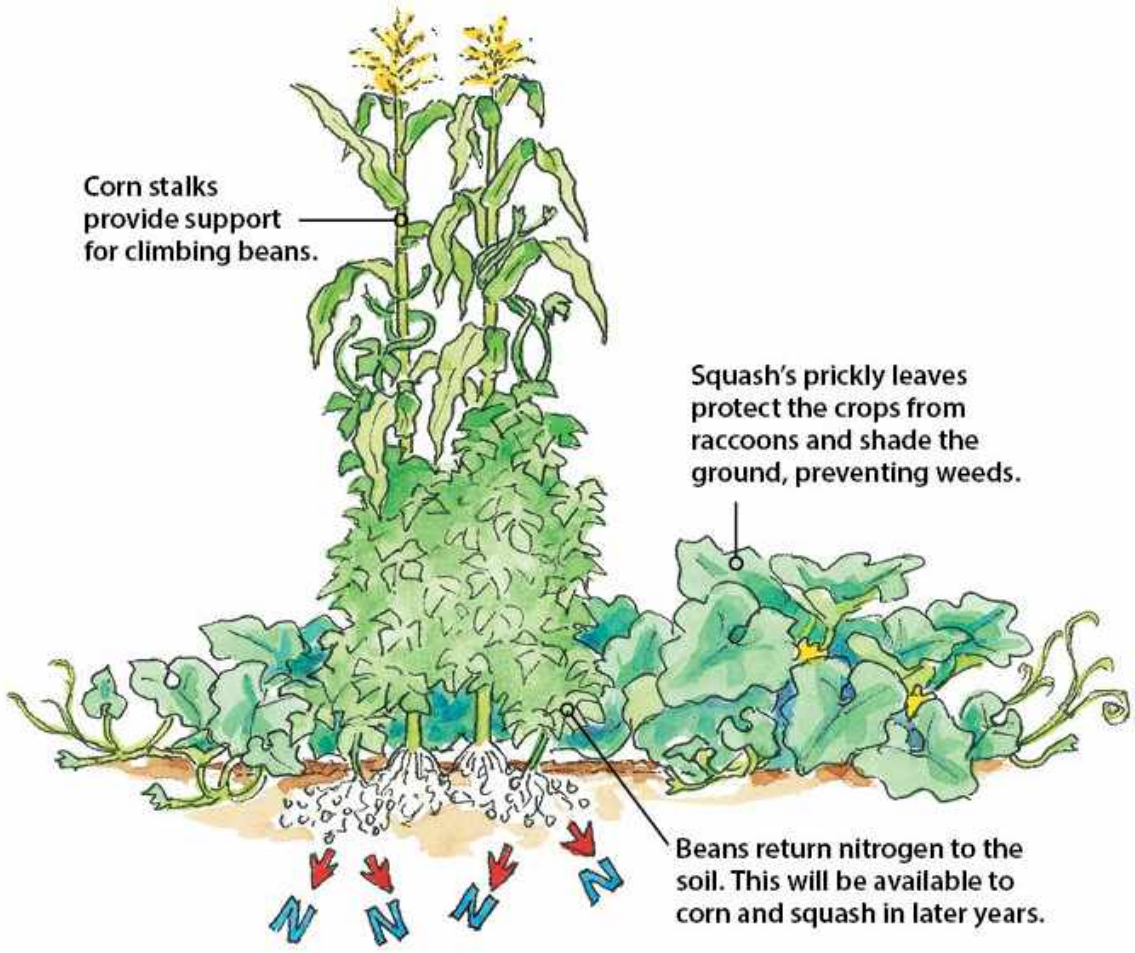
Gluscap and his uncle the turtle

Children would also learn tales of the famous Wabanaki spirit, Gluscap, also spelled Koluskap, Glooskap, Gluskap, Keloskape, and Gluskabe. Gluscap was believed to be half man and half god. He was a trickster and each time he got into trouble, he learned a lesson about nature. Because of this, he taught the Wabanaki how to show respect for the land and animals.

Children mainly learned by working beside their parents. They helped by scraping skins to make clothes, making stews for feasts, or building fish **weirs** and canoes. The native Americans are still some of the best boat builders in the world. The Penobscot people did things by the seasons. This means they lived, moved, and worked differently depending on what time of year it was.

Spring

In the springtime, women and children planted gardens where lower Exchange Street is now. They grew corn, beans, potatoes, squash, and pumpkins.



Men fished the river for salmon, sturgeon, eels, and alewives. These were stored and dried for winter. They also trapped or snared birds, rabbits, beaver, and muskrats. The tools they used were made of hard stone that were found around where they lived.

Summer

In the summer, families traveled in birchbark canoes down the river to camps on the ocean. They camped on shores and islands where fish, berries, and clams were plentiful. They fished, caught seals and whales, and gathered shellfish and berries. Some of the food was dried and saved for the winter in bark boxes or baskets. With so many shellfish, the Wabanaki would have summer **clambakes**. They left stone tools, arrow heads, and shells in heaps called shell **middens**. "More than 2,000 such sites exist along the **coast** of Maine. Shell middens mark locations where ancestors of the Wabanaki people gathered, feasted, and lived seasonally, and remain important to the Tribes today." (*Gather and Feast, Past and Present* by Catherine Schmitt).

A shell midden with the remains of Native American feasts and daily life.

Fall

In the fall, the Penobscot families packed up their canoes and traveled back to their villages on the river. One of those villages was Old Town. The Penobscot would build large houses by setting up poles in the ground and bending them together at the top. This became a frame that was covered in birchbark for protection against wind, rain, and snow.

Fall was a time of plenty. The many plants they grew were ripe. They were harvested by women and children. The men went hunting for deer, moose, elk, and bear. When boys were old enough and strong, they would be allowed to go on hunting trips.

Winter

As you can imagine, winter was long and cold. Several families lived together under one roof. Each family had their own cooking fire and the smoke went out through holes that were cut in the roof.

This was a time when women and children worked making their clothing, bows and arrows, pots and paddles. All of the tools the Wabanaki used were made by hand during the wintertime. The men spent the winter hunting deer and moose. They also traveled deep into the forest to set traps for beaver, otter, and mink. They used snowshoes and sleds to travel and go hunting.

In conclusion, the Penobscot Native Americans were the first people to live and trade where our city of Bangor is today. They lived, moved, and worked differently depending on what season it was. It is important to remember that how the Penobscot lived is very different from how modern-day Penobscot people live.

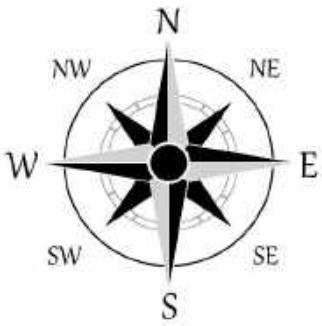
There are still places in Bangor we can visit to remind us that the Wabanaki were the area's original inhabitants. A small park at the intersection of Buck Street and West Broadway in Bangor was part of a Wabanaki graveyard hundreds of years ago. It has been saved so that people can always remember the first people who lived here.

Chapter 2: The Explorers

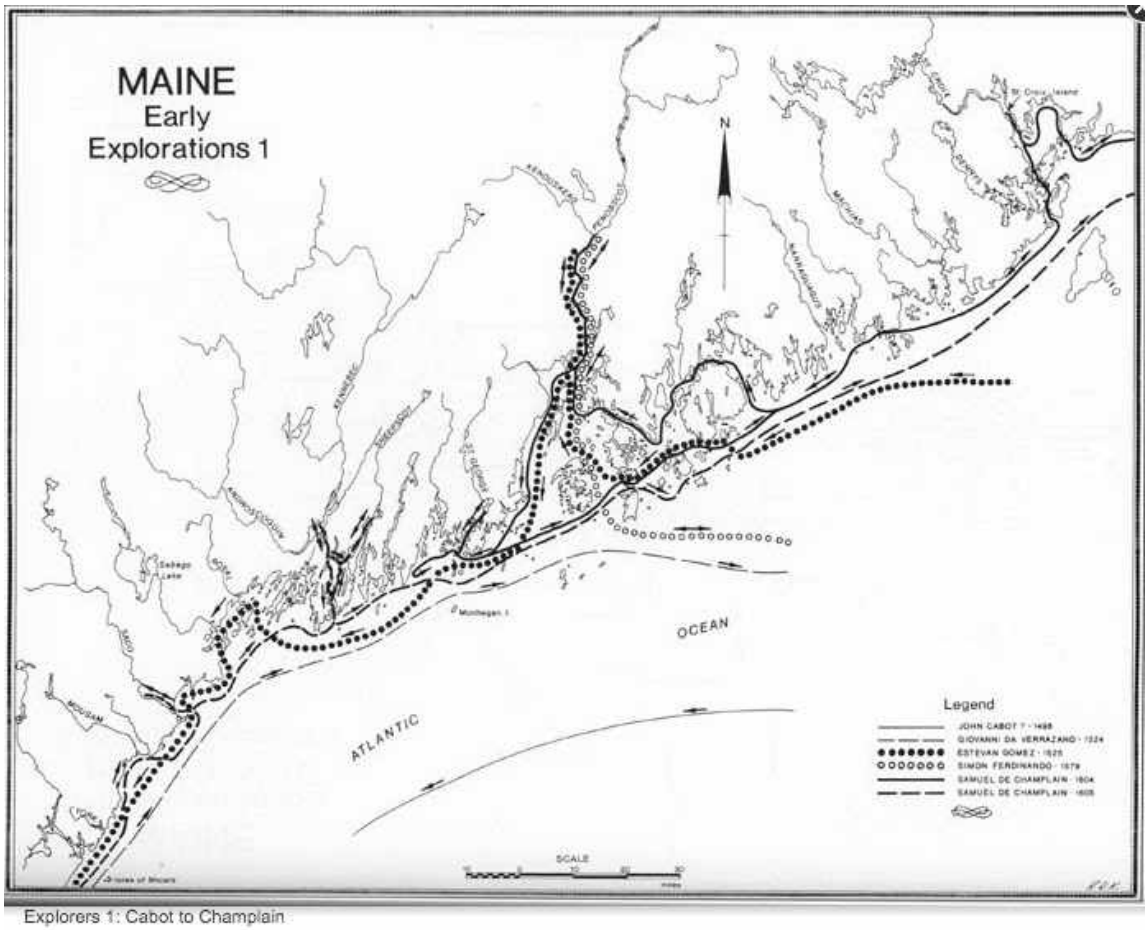
The coast at Mount Desert Island, named by Samuel de Champlain in the early 1600s.

When the country was first being explored and settled by Europeans, there were no roads. Rivers were used for transportation. Perhaps you know that many cities are located on waterways. There were many European explorations to what is now known as Maine and Canada. From their ships, the early **explorers** could see rocky coast, low mountains, and thick woods. It looked much the same to the early explorers as it does to us today. These men explored the coast and followed the rivers into the countryside looking for gold and furs.

Why do we say, "Down East?" Let us go back in time to the days of sailing. There in the harbor of Boston, Massachusetts, we can board a sailing ship headed for the port of Bangor. We will sail "Down East" along the coast to Maine. For our ship, dependent on the wind for power, it will be an easy "downhill" trip. The wind usually blows from the southwest.



This compass rose is a symbol that shows what direction on the map is north, east, south, and west. You can see that southwest is located between south and west. It is labeled SW on the compass rose.



Explorers 1: Cabot to Champlain

Samuel de Champlain

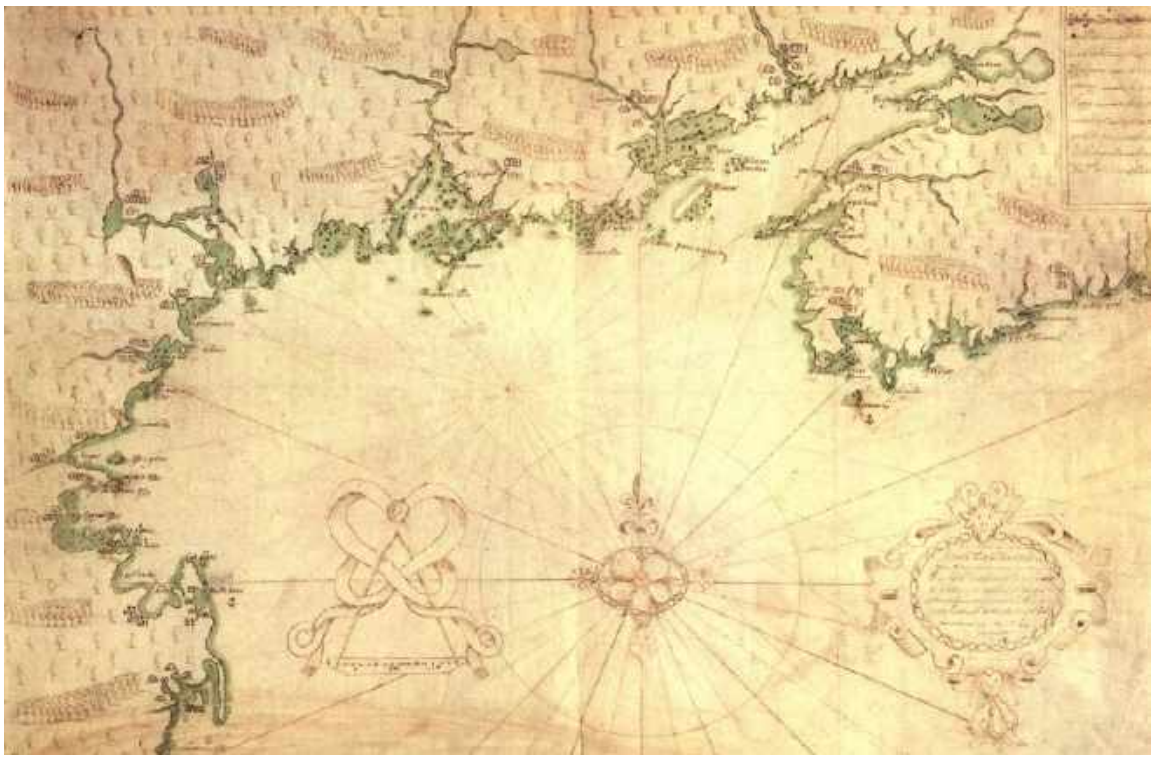
The journals of French explorer, Samuel de Champlain tell of his explorations of what is now Maine and Canada. Samuel de Champlain was a **mapmaker** on an **expedition** to start a new **colony** and to look for the golden city, Norumbega. David Ingram had claimed to have already discovered it in Maine upon his arrival in 1571. In 1604, Samuel de Champlain sailed into the Penobscot Bay and up the Penobscot River, passing what is now Bucksport to what eventually became our city, Bangor. He used a small boat which had been carried in pieces on the French ship. The men put the boat together when they got to these shores. It had two masts, sails, and was about as long as your classroom. It was rowed with oars when there was no wind to sail by. No drawing of this boat exists. However, four years later, Samuel de Champlain sailed to Quebec on a ship called the *Don de Dieu* in 1608. A replica of this ship was sailed in 1908.

The Don de Dieu *replica*

Champlain took with him twelve sailors and two Native Americans who were guides and interpreters. He made a map of the coast of Maine, naming the islands with French names as he went. Mount Desert is one name we still use. It is well-named, as it means "island of desert-like mountains." He wrote in his journal that the island, "is very high, notched in places, so that there is the appearance, to one at sea, as of seven or eight mountains extending along near each other. The summit of most of them is destitute of trees." He also named Isle au Haut, the "high island."

Champlain sailed up the Penobscot River as far as possible, to the falls at what is now Bangor. At the mouth of the Kenduskeag Stream (where the Penobscot Plaza is now) he met with the Native American chief, Bessabez (*Ba-sha-ba*). They smoked together in a friendly fashion and de Champlain received meat and beaver skins from Chief Bessabez (*Bashaba*) in return for beads, knives, and hatchets. After his trade they celebrated by dancing and singing the rest of the day and night.

Champlain wrote all of this down in his journal. This was the first record of trading goods where our city of Bangor is now. It is also said that de Champlain made impressively accurate maps and drawings of Maine's coast. The maps show capes, bays, islands, shoals, and rivers along the coast. Native American guides helped de Champlain **explore** parts of the coast, and also provided information about the interior. Samuel de Champlain never did, however, discover Norumbega, the city of gold.



Champlain's Descr(i)psion des costs (1607) is the first detailed map of the Gulf of Maine. Of the French names given to geographical features along the Maine coast, only Mount Desert and Isle au Haut have survived to the present.

Chapter 3: The Settlers

The Buswells, a family of early settlers came after both the arrival of the explorers and the Wabanaki. Many questions must have been running through their minds as they arrived on the coast of Maine. What will life be like? Where will we live? What will we eat? Will other families join us? How will life change? These questions and more will be answered as we begin to explore Bangor's "first family," the Buswells.

The Buswells arrived in Maine in 1769 from Salisbury, Massachusetts. Jacob Buswell was married and had nine children but very little money. The Buswell family traveled up the Penobscot River from the coastal town of Castine, in search of a place to call home. Their search ended near where the railroad tracks now cross the river from Bangor into Brewer. Jacob and his family **squatted** here since the land was free and the river would provide them with food and transportation.

Like the Wabanaki, the Buswells chose to establish their home along the river. Life was extremely difficult as the family settled in on their new piece of land. But the river provided valuable resources for them, which they used in order to survive. They used the river for fishing and hunted deer, turkey and other wild **game** in the forest nearby. At this time, there was little farming, so food was often **scarce**. Children would often gather herbs from the forest, and boil them with a bit of maize, to make a bowl of cereal. This certainly doesn't sound anything like the cereal you're used to, but remember, the Wabanaki and early settlers all survived off the land.

When the Buswells landed in Bangor, the boat they arrived on would be used as their home until a cabin could be built. The Buswells would have followed in the footsteps of the Wabanaki and used the **natural resources** around them to build their home. The ax, their most important tool, was used to clear the land and the wood was used to build their cabin.

The cabin would have been very simple. It would have had one large room with a dirt floor, a loft for sleeping and a fireplace for heat, light and cooking. The roof would have been made of grass but would have been replaced later with handmade wood **shingles** since the grass roof easily caught on fire. The fireplace would have been made from gathered stones and clay with a log lean to, a place to keep the wood dry.

Due to the harsh Maine winters the cabin walls were later improved with **clapboards** to keep out the drafts. Later, holes were dug near the cabin and used as a cellar for storing food.

The fireplace was very important to the family's survival. **Pothooks**, **spits** and **cranes** were cooking tools used inside the fireplace. Large kettles hung from pothooks on the crane. Meat was roasted on a spit**,** a long metal rod, over the open fire. The spit had a handle at one end so the meat could be turned for even cooking.

An oven was built in the chimney beside the fireplace so that the fireplace could heat the oven. Beside the fireplace a bench with a high back, known as a settle, would help keep out drafts and serve as a place for the family to warm by the fire.

Without the fireplace the family would have struggled, especially during the long, cold winters.

The loft of the cabin, which was no more than a floor underneath the roof, provided sleeping quarters for the children. It did not have beds and mattresses like we sleep on today. The family slept on boughs of straw right on the wooden floor. They used animal furs for blankets to keep warm on cold nights.

Bangor's first family had to do without many things and learned much from the Wabanaki. They had no nails, leather or tools for building or farming. The Wabanaki taught them how to survive on their new home. They showed them where to hunt and fish. They taught them about the native foods and new ways of farming. They even taught them how to tap maple trees for syrup, a practice we still use today.

As years passed more families settled in the area and many things began to change. Within three years twelve families had arrived and the **settlement** known as Kenduskeag Plantation was born. As more families arrived, the settlement began to grow. The first sign of growth was a sawmill built on the Penjejawock Stream. Men could now bring their logs to the mill to be made into boards. Making the cabins with boards, instead of logs, made them much warmer and less drafty. The sawmill also provided jobs, which also helped the settlement grow.

Later, a store called a truck house was built. It was built on the river, at the falls where the Bangor Waterworks building is now located. The falls were called Treat's Falls, after Robert Treat, the man that ran the truck house. The government owned the truck house and it was used for trading. Along with the settlers who

bought supplies there, the Wabanaki traded furs for items they could not make, such as metal tools, cloth and beads.

With about thirty families in the settlement there was a need for the children to begin their education. The first school was established in 1773. It was also located near Treat's Falls, possibly in the home of Abigail Ford, the school's teacher.

Bangor continued to grow as families began to settle all over the area. With this growth the lumber **industry** was born. Robert Treat, the truck master, started a shipyard below Treat's Falls. Huge logs were cut and floated down the Penobscot River. The logs were used for the masts of ships. With the shipyard came jobs for craftsmen. Ships were built and sailed down the river to the ocean. The ships carried lumber and furs to England and brought back goods the townspeople needed.

As more people came to farm, fish and lumber, Kenduskeag Plantation was becoming a booming town. The settlers began calling their settlement Sunbury. At that time Maine was not yet a state. We were still part of Massachusetts. So how did Bangor get its name? The Reverend Seth Noble, the town preacher was chosen by the people to go to Massachusetts to register the town's name. While he was waiting in line to register the town he was whistling a hymn to himself. It was called "Bangor" after the Welsh city, and thanks to Reverend Noble that is the name of our city today.

Bangor

Hark! From the tomb a doleful sound;
My ears attend the cry.
"Ye living men, come view the ground
Where you must shortly lie."

Princes, this clay must be your bed,
In spite of all your towers;
The tall, the wise, the reverend head,
Must lie as low as ours.

Great God! Is this our certain doom?
And are we still secure?
Still walking downwards to the tomb,
And yet prepare no more

Grant is the power of quickening grace
To fit our souls to fly;
Then, when we drop this dying flesh,
We'll rise above the sky.

Chapter 4: The Lumber Boom

Maine had one very important thing to offer the world during its early days: lumber. This led to the lumber boom! It made Bangor a very important city. Let's first look at the different elements of the lumber boom.

The Trees

The most important thing is trees. There were many trees in the wilderness. They were tall so they could be used as masts on ships and wide, to be used as doors. Timber has been cut and used for many years beginning with the early settlers. They made homes, ships and used the wood as firewood for heat. Around 1850 cities were growing, and the demand for lumber grew too. Maine had an abundance of trees ready to be cut to fill this need.

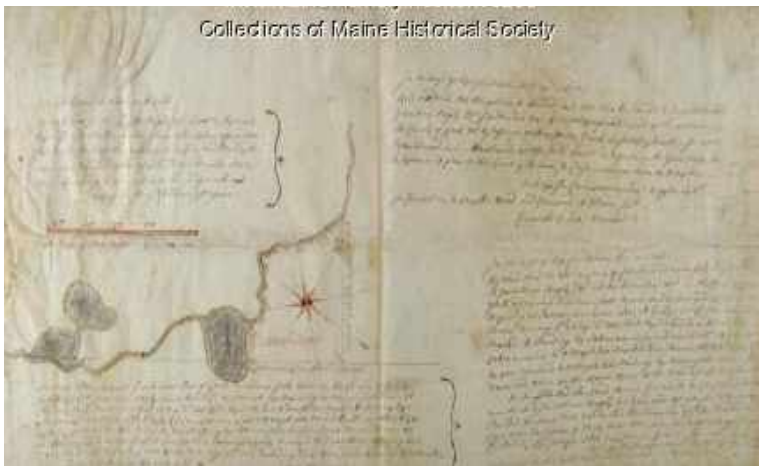
The People

There were many people involved in the lumber boom. Land owners were the people who owned the land the trees were on. They saw the need for lumber but were risking their money if the lumber industry failed. Some of the land owners were very important people who helped enact laws in the State Legislature. The

work was done by men in a variety of jobs, which we will explore below. Some workers were local Wabanaki. Bangor saw an influx of Black immigrants during this time, who were also part of the Bangor lumber boom. Wabanaki and Black people were only given a limited number jobs though, even though they were hard workers and the Wabanaki had expert knowledge of the trees and the river.

Fall

In the fall, the surveyors were the first people to go out into the wilderness to explore and measure the land. They would also make notes and draw maps of the different areas they explored. Some of these maps are still in use at City Hall today. When they went out to survey the land, they usually traveled by canoe and brought simple camping supplies, such as a blanket and frying pan. Park Holland was one of the first surveyors to explore and create maps to be used for harvesting the trees.



Early survey map

Park Holland

The cruisers were men that went along with the surveyor. Their job was to locate and determine what type of lumber the trees were. They would climb one of the taller trees and observe the color of the **foliage** to determine whether the wood was soft wood or hard wood.

In the fall (November), after the surveying and maps of wood types were completed, men were hired to head deep into the woods for the winter to begin harvesting the trees. These men were the choppers or what we would call the real lumberjacks of Maine.

They would load food and **hardware** on an ox cart and, once the ground was frozen, head out deep in the woods for the winter. Once they arrived at their designated work site, they made wooden handles for axes called a broad ax, which they used to build their camp. The logging cabins had a fire in the middle with a chimney above. The floor was dirt. There also was one long **bunk** stretching along the whole wall. The men would sleep in a row with their feet toward the fire and used a lot of quilts sewn together to make one very long cover.

Winter

During the winter, the choppers (lumberjacks) worked in the woods all day, chopping down trees, removing the **limbs** and then piling them on the go-devils (sleds) to take to the river nearby. This was very dangerous because there was always the danger of falling trees, the sharp ax and the very bitter cold.

Each lumber camp had a blacksmith for shoeing the animals. There was also a cook who was a very important man in the camp because he could do so much for morale. He ranked in importance second only to the boss.

The River

Without the river, all the lumber that had been harvested during the winter would not have been able to be moved down to Bangor to the sawmills.

As the logs were chopped down during the winter, they were **yarded** on the river bank or put on the ice. In April, when the ice went out, the logs on the bank were pushed into the river and started their long journey down the river to Bangor. This was called the log drive.

Spring

In the Spring, the river drivers took over. These were the men that made sure the logs made it down the river. The drivers that worked the Penobscot River were called the "Bangor Tigers". The head river driver was called the master driver and at this time, John Ross was the master driver.

The river drivers were fearless and as sure footed as a cat. They could drive thousands of logs down the 200 miles of river on their trip to Bangor. They would work night and day during the log drive because the logs did not stop moving. Bonfires were built on the river banks to light the way for them. Work at night was extremely dangerous because if a man slipped off a log, it would be very difficult to find them in the dark.

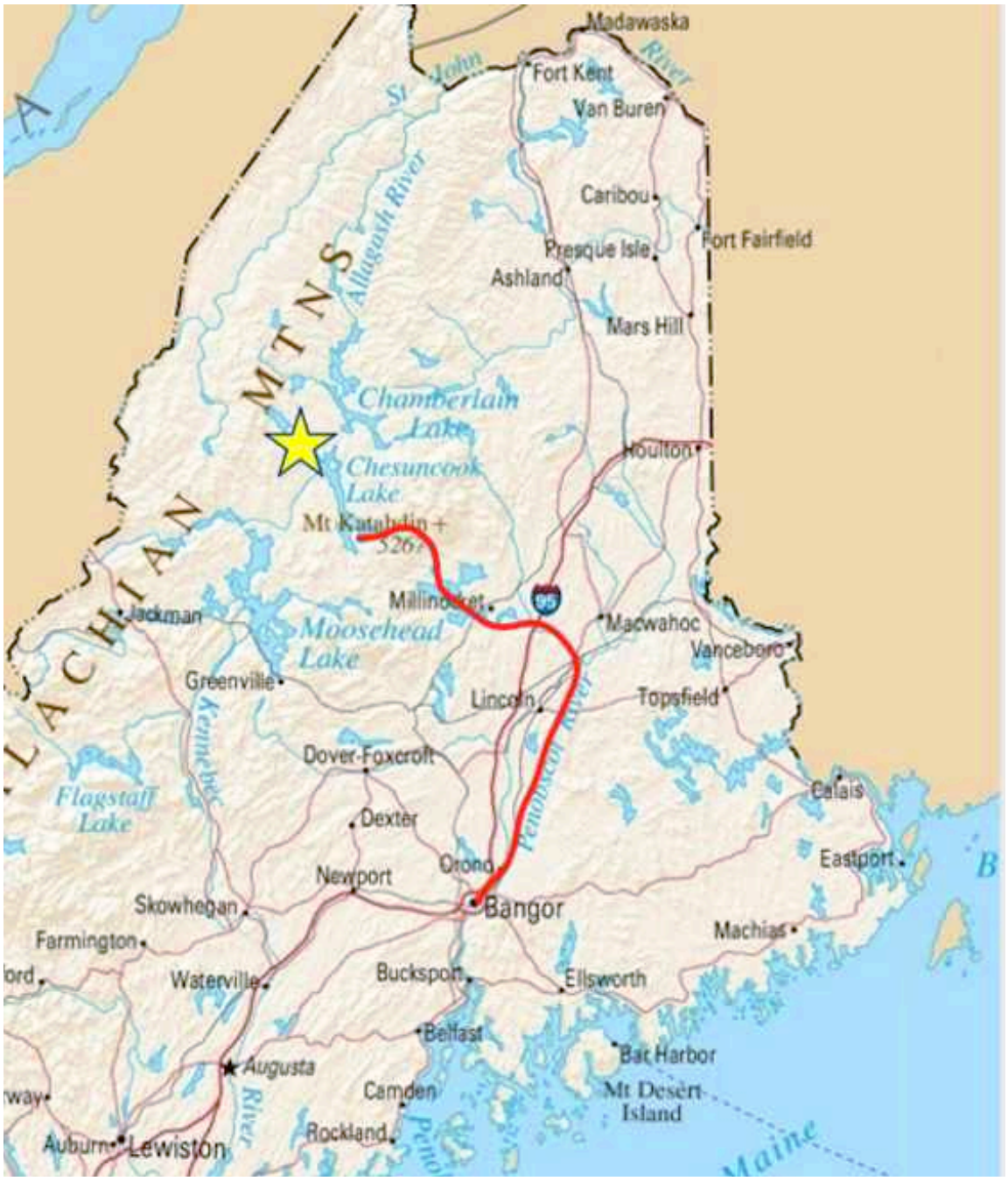
The Peirce Memorial, also known as "The Last Drive" is located next to the library, and honors these river drivers. It was sculpted by Charles Tefft in 1925 and presented to the City of Bangor by Luther H. Peirce.

As the logs filled the river, there was always a chance a log would get caught up on a rock and then the other logs would pile up behind it. This was called a "log jam". This was a very dangerous situation. The river drivers would have to find the key log and pry it loose to break up the jam. Sometimes the men would be swung over the jam with a rope and pulley to find the key log.

Some of the special equipment the river drivers used were bateaus (boats). The boots the men wore had spikes in the soles to help them stay on the logs. These were called calked boots and invented and made in Maine for the river drivers. They also used a peavey. The peavey was the most important tool of the log drive. It has an iron point and a moving hook at the end of the long handle.

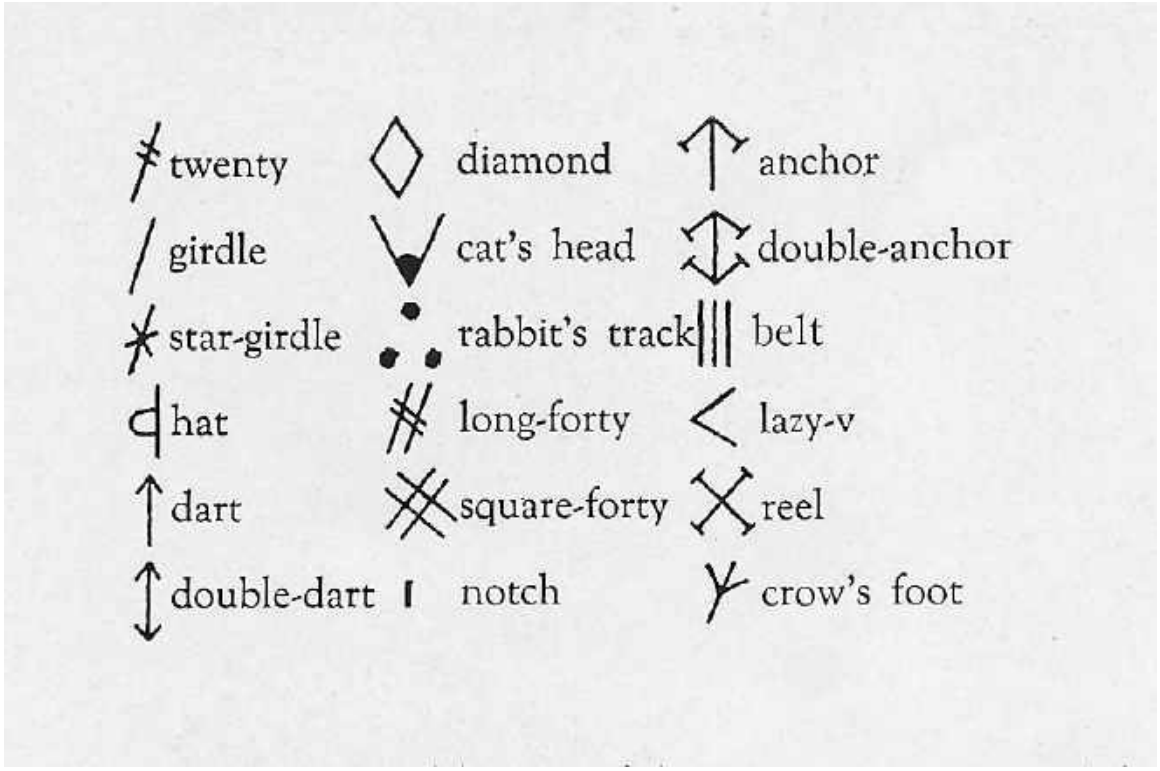
It is called a peavey because it was a Penobscot River blacksmith, Joseph Peavey, who developed it. He was watching river drivers work the logs with clumsy tools at a bridge at Stillwater and decided to come up with a better tool. This tool was used the world over and is still called a peavey today.

The West Branch Drive of the Penobscot River started on Chesuncook Lake and the men drove the logs 200 miles or more down the river to Old Town.



Once the logs made their way to Old Town they ended up at a sorting boom at Pea Cove which was made of great logs as long as your classroom and chained together. The chained logs were spread across a quiet place on the river. The floating logs from the drive were held behind this boom and then they were sorted by their log mark.

Each company had their own log mark. The log scalers measured standing timber but mostly sawn lumber at the mills to determine the wood's scale (how much of the timber there was) and quality (how good the timber was) to be used for manufacturing (the making of goods by machinery).



Summer

Once the logs were sorted, they were rafted together and floated down the river to the saw mills in the summer. Saw mills lined the river banks between Old Town and Bangor. At the saw mills, the lumber was cut into piles of boards to be loaded on ships at Bangor and sent all over the world. The log drive took all Spring and into the summer but the men all planned to be back to Bangor to celebrate the Fourth of July.

The lumber industry made Bangor a supply center for the woodsmen, the mills, the **docks** and shipping. Stores and businesses filled the shores of the Penobscot River and Kenduskeag Stream where many years earlier **maize** and squash once grew. Shipyards and iron foundries, **warehouses** and docks filled the area that had once been thick forest. And ships filled the Penobscot River between Bangor and Brewer where a boy could cross over on the decks without getting his feet wet!

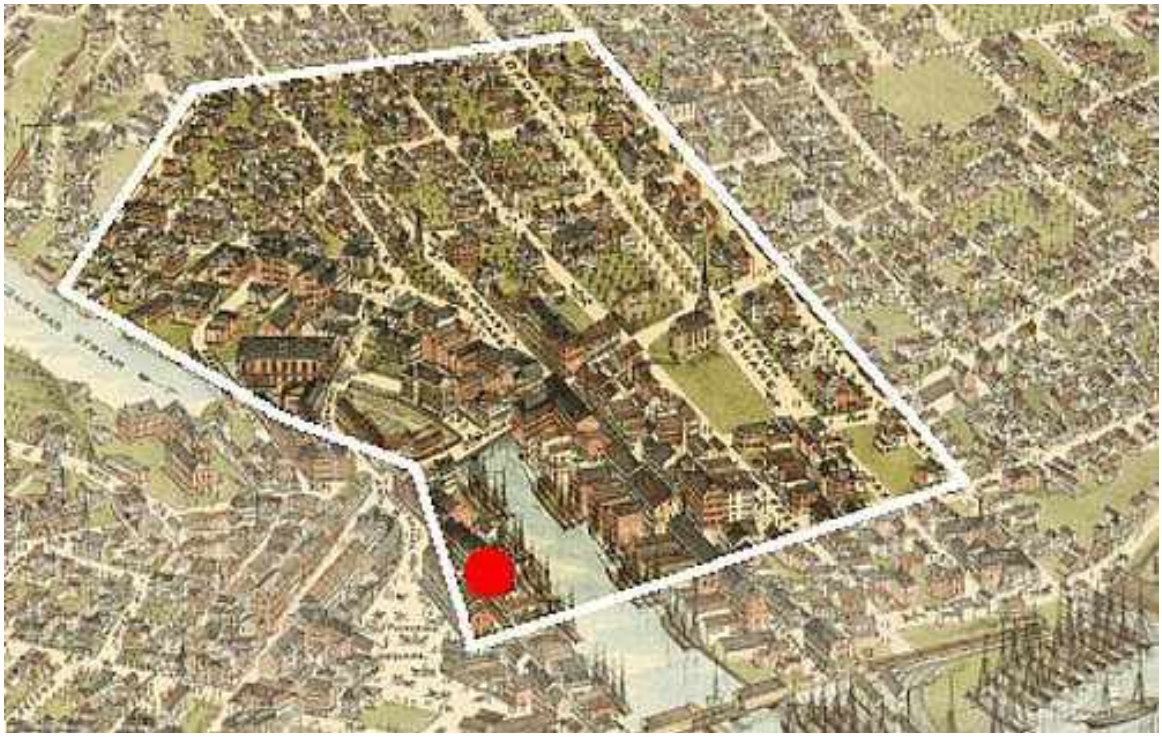
Lumber made Bangor a great port, which made it a world city. When railroads took the place of ships, the lumber boom ended. However, Bangor adapted. By 1836 Bangor's railway was running, making it one of the first places to have a railway, only six years after they were introduced in Baltimore and Ohio. Even though Bangor was no longer a world port, it continued to be a supply center.

Chapter 5: Bangor Today

The settlement that developed at the merging of the Penobscot River and Kenduskeag Stream, just below falls now known as the Bangor Salmon Pool, was incorporated as the city of Bangor in 1791.

The Penobscot River has been key in the success of the region, providing many useful resources. Before the wide use of cars, the river was the main transportation route. People, materials, and goods all traveled in and out of the area on the river. Bangor is close to the timberlands, so it became an important center for shipyards and sawmills that produced Maine lumber, shipping it worldwide. Before electricity, Brewer and Orrington had significant ice-harvesting operations. Ice was shipped south, providing refrigeration for homes and businesses all along the eastern seaboard. In more recent times, the river has provided energy for hydro-electrical dams along the watershed, bringing electricity to the area. The region also has a long history of recreational enjoyment since the river runs from Penobscot Bay into the Atlantic.

The Bangor area is ever-evolving, as it meets the changing needs of residents and businesses. Because of this it is adaptable and diverse, having overcome disasters while striving to be a welcome place for many people. In 1911 the city experienced the worst disaster in its recorded history. The Great Fire laid ruin to the city's landscape, burning 55 **acres**, destroying 267 buildings, and damaging 100 more as it raged for nine hours. Despite the fire leaving nearly 75 families homeless, many from near Harlow Street, Center Street and lower French Street, these areas were rebuilt, reshaping the city landscape.



Approximate area of the fire. The red dot shows where the fire began.

The Morse-Oliver Building, at the corner of Exchange and State streets, was one of the largest buildings destroyed.

Another Bangor neighborhood with a strong community history was known as the Parker Street neighborhood. Between 1880-1950 many Black people immigrated to Bangor from places as diverse as Canada and the Caribbean. The book *Black Bangor* by Maureen Elgersman Lee points out that they contributed to the city by establishing organizations like the local chapters of NAACP (National Association for the Advancement of Colored People) and Odd Fellows, and helped neighbors by founding the Bangor chapters of Mothers and Junior Mothers Clubs.

The Bangor Region Chamber of Commerce area currently encompasses 21 communities along the Penobscot River Corridor. The history of the region includes a strong group of economic clusters that provide employment and community for its citizens. Many of these successful sectors are still prominent today, including agriculture, manufacturing, healthcare, education, and retail.

Many of the numerous cities and towns that surround Bangor had agriculturally-based economies. Today farms still dot the landscape, not only providing food locally through farmers' markets, but also producing and distributing larger commodities like dairy products. The region also used to have a strong papermaking industry. Manufacturing remains important today as precision manufacturing has taken over.

Healthcare has played an important part in the city's development, since Bangor General Hospital was founded in 1892. It was originally only a five-bed general hospital, but has grown into a 411-bed medical center now called Northern Light Health. St. Joseph Hospital began in 1947, when the Felician Sisters purchased the Paine Private Hospital. Today, both facilities provide residents throughout eastern and northern Maine with state-of-the-art healthcare.

In 1862, President Abraham Lincoln approved the Morrill Act, which led to the establishment of the University of Maine, the state's flagship campus. This started a strong tradition of quality education in the Bangor area. The University of Maine is one of six colleges within the region. Husson University, University of Maine at Augusta-Bangor, Eastern Maine Community College, Bangor Theological Seminary and Beal College attract students from the entire state and beyond.

EMCC

bts Bangor Theological Seminary PORTLAND | BANGOR

HUSSON UNIVERSITY

Beal College

1865 THE UNIVERSITY OF MAINE

Central and northern Maine have also relied on the Greater Bangor region for their retail needs. Today stores are spread throughout the region, including small shops and larger shopping malls and plazas. At one time, the Bangor Mall had the largest concentration of stores, with over 80 retailers. The region's downtown areas include independent businesses that provide a range of goods, which contribute to a strong local economy.

Even though travel by river is not as necessary as it once was, Bangor remains well-connected to other parts of the state and nation. Transport is made easy by the nearby interstate highway system, rail service and the Bangor International Airport. The area's deep history combined with constant adaptation has ensured it remains a desirable place to live and work. All of the region's resources and its atmosphere have not gone unnoticed. National publications like *Places Rated Almanac*, *American Demographics* and *Reader's Digest* have ranked Bangor as one of the top small cities in the country.

The area is also continually improving, aiming to be as inclusive and supportive to its many diverse citizens. As recently as June 2020 the Wabanaki Alliance was formed by the Tribes in Maine, made up of the Aroostook Band of Micmac, the Houlton Band of Maliseet, the Passamaquoddy Tribe and the Penobscot Nation. As we learned in the beginning of this book, their history in the region is older than the city itself. They are carrying out important work to educate people about how their history impacts their needs and rights today.

GLOSSARY

acre: measure of land
bunk: a narrow bed set against the wall
clambake: picnic where clams are baked
clapboards: a long thin piece of wood used to cover the outer walls of a building
coast: land along the sea
colony: a group of people who leave their own country to settle in another land
crane: iron bracket with hinges that moved pots on and off the fire
customs: a traditional and widely acceptable way of behaving
dawn: sunrise
dock: platform built on the shore
expedition: a journey for a special purpose (such as discovery)
explore: travel over unknown lands or seas for discovery
explorer: person who travels over unknown lands or seas for discovery
foliage: the leaves of a tree
game: wild animals that are hunt
generation: people born in the same time period
hardware: articles made from metal
industry: a business or manufacture
limb: to cut branches from a tree trunk
maize: another name for corn
mapmaker: person who makes maps
modern: relating to the present or recent times
midden: shell heap
natural resources: materials from nature
pothook: an iron rod with a hook at the end used to lift hot pots
scarce: very little of something
settlement: established colonies
shingles: thin pieces of wood used for layering on the roof to keep out drafts
spirit: supernatural being
spit: a long rod used for cooking meat on a fire
squatted: to settle on a piece of land

tribe: a group made up of many families united by common customs and history
mouth: (of a river) the opening into a larger river or sea
warehouse: storehouse
waterway: a river or other body of water that boats can travel on
weir: a fence of poles or broken branches put into a stream to catch fish
yarded: piled logs on the river bank

RESOURCES

Books and eJournals:

Black Bangor by Maureen Elgersman Lee, University Press of New England, 2005.
Down East to Bangor by Julia Eaton, Bangor School Department, 1973.

The Centennial Celebration of the Settlement of Bangor September 30,1869, The Committee of Arrangements, 1870.

"The Scaler: Forgotten Man in Maine's Lumbering Tradition" by William S. Warner, Journal of Forest & Conservation History, Volume 26, Issue 4, October 1982, pages 176-183, https://doi.org/10.2307/4004682

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Thorndike-Barnhart Beginning Dictionary by E.L. Thorndike and Clarence L. Barnhart, Scott, Foresman and Company, 1964.

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City of Bangor: www.bangormaine.gov

National Parks Conservation Association: www.npca.org

University of Maine, Canadian- American Center:
https://umaine.edu/canam/publications/st-croix/champlain-and-the-settlement-of-acadia-1604-1607/

University of Maine, Maine Sea Grant:
https://seagrant.umaine.edu/2017/09/22/gather-and-feast-past-and-present/

Visit Greater Bangor: www.visitbangormaine.com

Images:

An early cabin: Thewellman / CC0
https://commons.wikimedia.org/wiki/File:MaineHuntingCamp.png

Axe marks and historic logging photos:
https://themaineboomhouses.org/logging-history/

Broad axe: Luigi Zanasi / CC BY-SA 2.0 ca
https://en.wikipedia.org/wiki/Broadaxe#/media/File:Broadaxe.jpg

East branch of the Penobscot River: Jan Kronsell / Public domain
https://commons.wikimedia.org/wiki/File:EastBranchPenobscotRiver.jpg

Historic logging camp photos:
http://www.greatnorthwoods.org/logging/cliftonjohnson/2.htm

Inside of an early settler fireplace:
https://www.history1700s.com/index.php/articles/156-home-life-in-colonial-days/807-the-kitchen-fireside.html

Inside of an early settler log cabin: Derek Jensen / CC BY 2.5
(https://creativecommons.org/licenses/by/2.5/) https://commons.wikimedia.org/wiki/File:Conner-prairie-log-cabin-interior.jpg

Map of Samuel de Champlain's routes in Maine:
https://penobscotmarinemuseum.org/pbho-1/our-maine-ancestors/timeline-major-explorers

Nautical map by Samuel de Champlain:
https://www.loc.gov/item/2006629903/

Penobscot River Narrows: Centpacrr / CC BY-SA
(https://creativecommons.org/licenses/by-sa/3.0)
https://commons.wikimedia.org/wiki/File:The_Penobscot_River_viewed_from_the_Penobscot_Narrows_Bridge_Observatory.jpg

Photo of the *Don de Dieu* replica: Edmond Laliberté / CC BY-SA
(https://creativecommons.org/licenses/by-sa/4.0)
https://commons.wikimedia.org/wiki/File:Don_de_Dieu1.jpg

Portrait of Samuel de Champlain:
https://www.biography.com/explorer/samuel-de-champlain

Shell midden: https://seagrant.umaine.edu/2017/09/22/gather-and-feast-past-and-present/

Water powered sawmill along the river:
https://www.bethelhistorical.org/legacy-site/A_River%27s_Journey.html

Curriculum Work

2021 summer months
Summer work for PreK-5 and 6-8
Social Studies Updates with special focus on language and perspective from Indigenous view
Downeast to Bangor updates – grade 3

2020 summer months
Summer work for PreK-5 and 6-8
Social Studies Updates

April 2, 2020 MDOE with Joe Schmidt – elementary social studies panel

2019 summer months
Updated language and materials for PreK-5

2017-2018 throughout school year
Downeast to Bangor updates – grade 3

Maine Department of Education representative, Joe Schmidt provides monthly updates that are read and monitored by the social studies teachers and Assistant Superintendent. Professional development opportunities are listed in a shared document for all staff.

Note: Information from prior years is vague and sparse.
According to Maine State law curriculum is required to be kept for six years.

Bangor School Department
Grade 7 Social Studies Curriculum
Text - *America: History of Our Nation*
Beginnings Through 1877

Introductory Units/Lessons

Key Common Learning Objectives

Students will be able to:

- **explain the difference between primary and secondary sources of information using examples and explain how historians use these resources to learn about, analyze, and accurately re-create the past,**
- **understand key economics and personal finance concepts and apply them in answering constructed response questions and in a budgeting activity,**
- **identify key features of the U.S. and world maps and show how geography can shape human life and events,**
- **define the three levels and branches of U.S. government and explain their functions and differences, and**
- **explain the concept of culture and provide examples of the features of human culture.**

A) Brief Overview of What Social Studies and History Are and Their Importance

B) Brief Overview of What Historians Do and How They Do It (History-1: F1)

* What historians are, how they think, and how they do their work
* Defining and analyzing primary and secondary sources of information

C) Using the Text

* Text scavenger hunt
* Index
* Glossary
* Atlas, etc.

D) Civics Basics (Civics and Government-1-2-3: F1, F2, F3)

* Importance of being an active citizen
* How to be a more active citizen
* Definitions of government, constitution, levels, branches

E) Geography Overview (Geography-1: F1, F2; Geography-2, D1)

* Basic geography terms (equator, poles, latitude, longitude, etc.)
* Basic world and U.S. place geography (continents, major nations, states, etc.)
* Different map types (political, physical, population, etc.)
* Basic physical geography features (water, elevations, deserts, forests, etc.)
* How geography shapes human life and events

F) Principles of Economics and Personal Finance (Economics F1, F2, D1; Personal Finance F1, F2, D1) (Personal Finance Common Assessment)

* Definitions of economics, economy, trade, market economy, currency, income, debt, industries, taxation, capitalism vs. socialism, and other key concepts
* Personal finance concepts including personal budgeting and money management
* Basic discussion of how economics shapes history and nations

G) Culture Overview

* Definition and elements of culture (ideas, people, traditions, geography, daily life, economy, religion, politics, etc.)

Essential Questions:

EQ 1) How have **people** shaped America?

EQ 2) How has **democracy** developed in America?

EQ 3) What role has **economics** played in the establishment and development of the United States?

EQ 4) How has **geography** influenced settlement and further development of America?

Unit 1 – Beginnings of American History Prehistory-1750

Key Common Learning Objectives

Students will be able to:

- **explain who the first Native Americans were, how they arrived in America and Maine, and mutual impacts of contact between Natives and Europeans,**
- **identify important early European explorers and colonizers (people and nations) of the Americas and explain why they explored and colonized including economic, political, and cultural motives,**
- **identify and describe the major early settlements in the future U.S., the 13 original American colonies, and the establishment of the early American economic and political systems that laid the foundation for the future U.S.,**
- **explain key features of American colonial life and culture, and**
- **explain why slavery was established in America and the cultural impact of African Americans in American life.**

Ch. 1 - Roots of the American People Prehistory-1500
(History-1: F2, D1, D2; History-2: F1, F2, F3, D1, D2, D3)
(Geography-1: F1, F2; Geography-2: F1)

EQ 1 (People) – Native Americans

EQ 3 (Economics) - Trade Networks

EQ 4 (Geography) - Geographic Influence on Early Native Culture

EQ 1-4 - Early Civilizations' Influence on America's Development

Ch. 2 - Europe Looks Outward 1000-1720
(History-1: F2, D1, D2; History-2: F1, F2, F3, D1, D2, D3)
(Geography-1: F1)

EQ 1 (People) - The Early Explorers and Colonists
(English, Spanish, Dutch, French, Portuguese)

EQ 3 (Economics) - Role of Trade and Acquiring Resources in Establishing Colonies

EQ 4 (Geography) – Mercantilism and Exploration of Trade Routes

Ch. 3 - Colonies Take Root 1587-1752
(History-1: F1, F2, D1, D2, D3; History-2: F1, F2, F3, D2, D3)
(Geography-2: F1)
(Jamestown DBQ Common Assessment)

Ch. 4 - Life in the Colonies 1650-1750
(History-1: F2, F3, D1, D2, D3; History-2: F1, F2, F3, D2, D3)
(Geography-2: F1)

EQ 1 (People) - European Colonists and Their Colonies

EQ 2 (Democracy) – Colonial Legislatures

EQ 3 (Economy) - Role of the Desire for Trade and Wealth in Establishing Colonies

EQ 4 (Geography) - Geographical Influence
(waterways, ports, farms, plantations, sectionalism, regions)

Specific Content - Unit 1: Land-bridge theory/other theories, Northwest Passage, Native American impacts, Massachusetts Bay Colony, Jamestown, Plymouth, Spanish missions, Mayflower Compact, Magna Carta, English Bill of Rights, House of Burgesses, colonial self-government, Puritans, religious freedom, Bacon's Rebellion, slavery, colonial life, colonial schools, African cultural influences, Trade Triangle
****

Unit 2 – Forming a New Nation 1745-1790

Key Common Learning Objectives

Students will be able to:

- **identity and describe major events that led to the American Revolution,**
- **identify major American leaders and founders of the era and their roles in shaping events,**
- **identify and describe major battles of the American Revolution,**
- **explain the roles of women, African Americans, and Native Americans in the Revolutionary War,**

- **identify and explain key reasons for America's success in the Revolution and its major results, and**
- **identify and explain the reasons for writing a new U.S. Constitution and its key compromises and components.**

Ch. 5 - The Road to Revolution 1745-1776
(History-1: F2, F3, D2, D3)
(Geography-1: F1)
Ch. 6 - The American Revolution 1776-1783
(History-1: F1, F2, F3, D2, D3)
(Geography-1: F1)

EQ 1 (People) - Revolutionary War Figures, Founders and Framers
(Washington, Franklin, Jefferson, Adams, Paine, etc.)

EQ 2 (Democracy) - Continental Congress and the Declaration of Independence

EQ 3 (Economy) - Role of Mercantilism and Taxation in Sparking the Revolution

EQ 4 (Geography) - Control of Ports, Harbors, and Rivers
(battlefield geography, place geography - colonies, England, France)

Ch. 7 – Creating the Constitution 1776-1790
(History-1: F2, F3, D-1, D2, D3; History-2: F1)
(Civics and Government-1: F1, F2, F3; Civics and Government-1: F1, F2)
(Constitution History and Principles Common Assessment)

EQ 1 (People) – Founders and Framers

EQ 2 (Democracy) - Articles of Confederation, Constitutional Convention,
Bill of Rights, and the Great Compromise

EQ 4 (Geography) - Regional Disagreements in Forming the New Constitution

Specific Content - Unit 2: French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Bunker Hill, Lexington and Concord, Battle of Saratoga, Valley Forge, African Americans in the War, Treaty of Paris, Northwest Ordinance, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, Federalists, Anti-Federalists, Shays' Rebellion
****

Unit 3 – The New Republic 1789-1815

Key Common Learning Objectives

Students will be able to:
- **define political parties and their purposes,**
- **identify the early American political parties and their differences, and**
- **identify the first three presidents and identify and explain major events and impacts of the first three presidencies including relations with Native Americans.**

Ch. 8 - Launching a New Nation 1789-1800
(History-1: F2, F3, D2, D3; History-2: F1, F2, F3, D2, D3)
(Civics and Government-2: F1, F2)

Ch. 9 - The Era of Thomas Jefferson 1800-1815
(History-1: F2, F3, D2, D3; History-2: F1, F2, D2)

EQ 1 (People) - Presidents Washington, Adams, Jefferson
(major contributions, initiatives, and events)

EQ 2 (Democracy) - Beginnings of Political Parties

EQ 3 (Economics) - Expansion for Economics, Tariffs, States' Rights and the Economy

EQ 4 (Geography) - Acquisition of Louisiana Territory, Western Exploration,
Geographic Connection to Indian Removal and Relocation, Regionalism

Specific Content - Unit 3: Alien and Sedition Acts, War of 1812, Establishment of National Identity and Pride, Lewis and Clark Expedition, Conflicts in Northwest Territory, Marbury v. Madison, Embargo Act, Monroe Doctrine
****

Unit 4 – The Nation Expands and Changes 1800-1860

Key Common Learning Objectives

Students will be able to:

- **state the causes of Westward Expansion and explain how the nation's geography was shaped through Westward Expansion,**
- **describe major causes of America's increase in population including economic change, expansion, and urbanization,**
- **explain the impact of national expansion on Native Americans, amd**
- **identify and describe important reform movements of the era and their legacy.**

Ch. 10 - A Changing Nation 1815-1840
(History-1: F2, D1; History-2: F1, F2, F3, D2, D3)

Ch. 11 - North and South Take Different Paths 1800-1845
(History-1: F2, D1, D2; History-2: F1, F2, D2)
(Geography-1: F1; Geography-2: F1, D1)

Ch. 12 - An Age of Reform 1820-1860
(History-1: F2, D2)

Ch. 13 - Westward Expansion 1820-1860

(History-1: F2, D2)
(Geography-1: F1; Geography-2: F1)

EQ 1 (People) - Andrew Jackson, Samuel Morse, Elizabeth Cady Stanton, Dorothea Dix, William Lloyd Garrison, Harriet Tubman, John L. O'Sullivan, Frederick Douglas, John C. Fremont, Eli Whitney, Harriet Beecher Stowe, Immigrants, African Americans in the North and South, Native Americans

EQ 2 (Democracy) - Jacksonian Democracy, Reform Movements – (i.e. abolition, suffrage, health, education, etc.)

EQ 3 (Economics) - Industrialization and Urbanization in the North, Agrarianism and Plantation Society in the South, Westward Economic Expansion, Expanded Overseas Trade, Growth as a World Economic Power

EQ 4 (Geography) - North-South Regional Differences - economic, urbanism vs. agrarianism, etc., New Western Territories, New States, New Roads, Railroads, Turnpikes, Canals, Expanded Regionalism, Underground Railroad, Oregon Trail

Specific Content - Unit 4: Manifest Destiny, Mexican-American War, Texas Independence, Oregon Trail, Life in the West, Mormons, California Gold Rush, Underground Railroad, Technology Advances (transportation, agriculture, communication, manufacturing), Missouri Compromise, Industrial Revolution, *Uncle Tom's Cabin,* Indian Removal and Trail of Tears, South Carolina's Threatened Secession

****

Unit 5 – The Civil War and Reunion 1846-1896

Key Common Learning Objectives

Students will be able to:

- **identify and explain major causes and results of the Civil War.**
- **identify and describe key events and battles of the Civil.**
- **identify and describe important leaders and other key figures of the Civil War.**
- **define Reconstruction and explain key components of this era and its results.**

Ch. 14 - The Nation Divided 1846-1861

(History-1: F2, F3, D2, D3; History-2: F1, F2, D2)
(Geography-1: F1; Geography-2: F1)
(Harriet Tubman DBQ Common Assessment)

Ch. 15 - The Civil War 1861-1865

(History-1: F2, F3, D2, D3; History-2: F1, F2, F3, D2, D3)
(Geography-1: F1; Geography-2: F1)

Ch. 16 - Reconstruction and the New South 1863-1896
(History-1: F2, D2; History-2: F1, F2, D1, D2)
(Geography-2: F1)

EQ 1 (People) - Abraham Lincoln, Jefferson Davis, John Brown, Frederick Douglas, Robert E. Lee, Ulysses S. Grant, John Wilkes Booth, Andrew Johnson,

EQ 2 (Democracy) - Dred Scott Decision, Emancipation Proclamation, Draft Laws, Freedmen's Bureau, 13th, 14th & 15th Amendments

EQ 3 (Economy) - Economic Differences Between the North and South, Economic Difficulties Especially in the South (high inflation, currency devaluation, minimal industries)

EQ 4 (Geography) - Northern Union States, Southern Confederate States, Border States, Free States, Slave States, Economic and Population Differences, Western Territories, Reconstituted Union

Specific Content - Unit 5: Compromise of 1850, Kansas-Nebraska Act and Bleeding Kansas, John Brown's Raid, Election of 1860, Southern Secession, 1st Battle of Bull Run, Soldier's Life, Weapons Technology, African American Soldiers, Women in the Civil War, Battles of Vicksburg, Turning Point at Gettysburg, Ending of the War at Appomattox, Assassination of Lincoln, Johnson's Plan, Radical Reconstruction, Carpetbaggers, Ku Klux Klan, Conclusion of Reconstruction, Continued Struggle of African Americans (segregation and discrimination)
****

Maine History Content

Aligned With Unit 1

Key Common Learning Objectives

Students will be able to:

- explain how Native Americans arrived in America and Maine,
- identify and describe major ancient Native American groups in Maine,
- the establishment of the Wabanaki Confederation and its component tribes.
- describe important aspects of Native American traditional culture in Maine,
- identify important early European explorers and colonizers in Maine and the impact of European contact with the Native Americans in Maine,
- describe conflicts between the British and French in Maine and how Maine became part of Massachusetts colony,
- describe colonial life in Maine including the establishment of early Maine industries connected to Maine's geography, and
- identify and describe key events in Maine that were part of events leading to the American Revolution.

Native Americans In Maine
(History-1: F2, D1, D2; History-2: F1, F2, F3, D1, D2, D3)
(Geography-1: F1; Geography-2: F1, D1)

EQ 1, 4 - Crossing the land bridge - immigration from Asia to the Americas

EQ 1 - Paleo, Archaic, Red Paint, and Ceramic Period Indians

EQ 1, 4 - Five Modern Tribes of the Wabanaki Confederation (Penobscot, Passamoquoddy, Maliseet, Micmac, Abenaki)

EQ 1, 3, 4 - Lifestyle/Culture of the Maine Native Americans (religion, seasonal migrations, tools, hunting, farming, trade, government, etc.)

Explorers and Early Colonization
(History-1: F2; History-2: D2, D3)
(Geography-1: F1, F2; Geography-2: D1)

EQ 1 - Gosnold and Pring (England)

EQ 1 - Champlain (France)

EQ 2, 3, 4 - Popham Colony in 1607

EQ 1 - Maine and New Hampshire Granted to Gorges and Mason

EQ 3, 4 - Reasons for early settlement: lumber, fishing, harbors, hunting, trapping, fur trade

Colonization
(History-1: F2; History-2: D1, D2, D3)
(Geography-1: F2; Geography-2: D1)

EQ 1 - 1677 - Massachusetts/England attempts to control Maine

EQ 4 - Maine becomes part of Massachusetts Colony - District of Maine

EQ 1 - French and Native Americans also claim Maine

EQ 1 - Acadian Deportation - Some settle in Maine

EQ 3 - Maine land grants by Britain to build fishing trade

EQ 3 - British tax laws affect Maine

EQ 1, 3, 4 - Capture of the Margaretta

EQ 1, 3, 4 - Burning of Falmouth

Aligned With Unit 2

Key Common Learning Objective

Students will be able to:

- **identify and describe major events that occurred in Maine as part of the American Revolution and explain why Maine was important geographically in the Revolution, and**
- **identify and describe the role of Maine Native Americans in the Revolution.**

Maine in the Revolution
(History-1: F2, F3, D1, D2, D3; History-2: F1, F2, F3, D2, D3)
(Geography-1: F1; Geography-2: D1)

EQ 1, 4 - No major battles, but some fighting

EQ 1, 4 - British forts in Maine (i.e. Castine)

EQ 1, 4 - Attacks on patriot towns; control of Maine ports and rivers

EQ 1, 4 - Penobscot expedition to attack British Fort George

EQ 1, 4 - Benedict Arnold up Kennebec to attack Quebec

EQ 1 - A third of Maine men fought in the Revolution

EQ 1 - Maine Native Americans fought in the Revolution

Aligned With Unit 3

Key Common Learning Objectives

Students will be able to:
- **describe major events in Maine as part of the War of 1812 and how Maine's geography shaped its involvement,**
- **explain how and why Maine became an independent state, and**
- **explain how Maine established its state borders, government and capital.**

War of 1812
(History-1: F2; History-2: D2)
(Geography-1: F1)

EQ 1, 3 - Some Mainers opposed the war due to trade with England

EQ 1, 4 - Enterprise vs. the Boxer at Monhegan Island

EQ 1, 3, 4 - British close off/Maine ports

Road to Statehood
(History-1: F2, D2)

EQ 2, 3, 4 - Mainers split on the issue after the Revolution; Some wanted to remain part of Massachusetts largely due to trade law excepting inspections at border states

EQ 1, 2 - There were early but unsuccessful votes to break from Massachusetts

EQ 1, 2 - After the War of 1812, many Mainers wanted statehood due to a perceived failure of Massachusetts to protect them

EQ 1, 2 - Maine finally became its own state in 1820 as a result of the Missouri Compromise; *William King leads the way especially after the nullified 1816 vote

Setting Up the New State of Maine
(History-1: F2, D2)
(Civics and Government-1: F2, F3, D2)

EQ 2 - The Maine Constitution was designed similar to the US Constitution

EQ 4 - Portland was the first capital, but Augusta was soon chosen as permanent capital

EQ 3, 4 - Northern border problems; finally settled after the Aroostook War

EQ 1 - William King was the first governor of Maine

Aligned With Unit 4

Key Common Learning Objectives

Students will be able to:

- **explain and describe how the larger national trends of economic and population expansion and reform specifically took shape and played out in Maine, and**
- **explain how the larger national trend of social reform movements specifically took shape and played out in Maine.**

Industrialization and Immigration in the Mid-1800's
(History-1: F2, D2; History-2: F1, F2, F3, D2, D3)
(Geography-1: F1, D2; Geography-2: F1, D1)

EQ 3, 4 - Farming, fishing, lumber, and shipbuilding increase in Maine

EQ 1, 3, 4 - Population growth

EQ 3, 4 - Textile and woolen mills came to Maine, many in river towns

EQ 1, 3, 4 - French Canadians immigrated to Maine to work in industrial factories

EQ 1, 3, 4 - The Irish immigrated to Maine during the potato famine to work in Maine factories

Reform Movement
(History-1: F2, D2; History-2: F1, F2, F3, D1, D2, D3)

EQ 1, 2 - Maine was a leader in banning alcohol; passed law in 1851 called the "Maine Law" by the rest of the nation - * Neal Dow was a leader of Maine's temperance movement.

EQ 1, 2 - Major abolition movement in Maine - Underground Railroad in Maine

EQ 1 Harriet Beecher Stowe wrote *Uncle Tom's Cabin* in Brunswick in 1851

EQ 1, 2 Dorethea Dix as an advocate for the mentally ill

Aligned With Unit 5

Key Common Learning Objectives

Students will be able to:

- **identify and explain the roles of important Maine figures in the Civil War,**
- **describe the role of Maine women during the Civil War,**
- **identify and explain the roles of key figures from Maine in the Reconstruction Era, and**
- **explain important economic impacts of the Reconstruction Era in Maine.**

Maine in the Civil War
(History-1: F2, D2)

EQ 1 - Hannibal Hamlin was Lincoln's first Vice President and later Senator from Maine and Ambassador to Spain

EQ 1, 2 - Maine men fought in the Civil War

EQ 1, 3 - Maine ships and trade boats were attacked or captured by Confederate ships

EQ 1 - Some women went to work as nurses, etc.

EQ 3 - Maine mills helped supply the U.S. armed forces

EQ 1 - Maine regiments fought in many major battles

EQ 1 - Joshua Lawrence Chamberlain at Gettysburg; won the Battle of Little Round Top; Chamberlain and Maine troops greeted surrendering Confederates at Appomattox; Chamberlain went on to become Gov. of Maine and President of Bowdoin College

Maine During Reconstruction
(History-1: F2, D2; History-2: F1, F2, F3, D1, D2, D3)

EQ 1, 2 - General Oliver Howard (Head of Freedman's Bureau and later Indian Fighter in the west)

EQ 1, 2 - Senator William Fessenden saved Johnson from impeachment

EQ 1, 2 - James Blaine (U.S. Senator from Maine, tried several times to become President; Sec. of State under Benjamin Harrison - established ties with Latin America)

EQ 1, 3 - John Poor - Captain of Industry in the railroad business from Bangor

EQ 1 - Some Swedish immigration into northern Maine to farm due to efforts to recruit immigrants; needed labor

EQ 3 - Diversification of the Maine economy and new markets - new wood products, potato starch, corn, ice, etc.

SOCIAL STUDIES

Introduction

The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which support and sustain citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. According to the National Council for the Social Studies: *advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good*. (C3 Framework for Social Studies, 2013).

A strong Social Studies education depends upon a clear understanding of its interrelated disciplines and inclusion of Maine's Guiding Principles. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, personal finance and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.

Guiding Principles

The Guiding Principles guide education in Maine and should be reflected throughout Social Studies curriculum. Examples of how students can show evidence of those guiding principles in Social Studies may include:

A. **Clear and Effective Communicator:** Students research and use background knowledge to give audiovisual presentations about current and historical issues.

B. **Self-Directed and Lifelong Learner:** Students generate questions and explore primary and secondary sources to answer those questions while demonstrating a growth mindset.

C. **Creative and Practical Problem Solver:** Students draw conclusions about current and historical problems using valid research and critical thinking.

D. **Responsible and Involved Citizen:** Students practice and apply the duties of citizenship through the exercise of constitutional rights.

E. **Integrative and Informed Thinker:** Students compare and contrast to analyze point of view and differentiate between reliable and unreliable primary and secondary sources.

Performance Expectations that include the application of the Guiding Principles through Social Studies knowledge and skills are denoted in the standards with an asterisk (*).

Skills in Social Studies:
The application of skills in Social Studies is crucial to any curriculum. Best practices in Social Studies reflect curriculum, instruction, and assessment that give students opportunities to demonstrate research and develop positions on current Social Studies issues. Students will be asked to identify key words and concepts related to research questions and locate and access information by using text features. Additionally, students will demonstrate facility with note-taking, organizing information, and creating bibliographies. Students will distinguish between primary and secondary sources as well as evaluate and verify the credibility of the information found in print and non-print sources. Equally important is that students use additional sources to resolve contradictory information.

Key Ideas in the Social Studies Standards:

Growth mindset - Our mindset includes beliefs about our abilities and qualities that include intelligence, creativity or musicality. Having a growth mindset means that students know that their abilities and strengths can change or develop, and that those changes are within their control.

Understand - The word “understand” appears in performance expectations throughout the Social Studies Standards. It refers to a variety of different levels of thinking and was used intentionally to serve as an umbrella term for the cognitive demand that is described by the descriptors beneath the performance expectations. Look to the grade level expectation for grades K-5 or to the grade span expectations in spans 6-8 and 9-12 (Foundational or Developmental as noted by “F” or “D”) to define the level of cognitive demand for student performance.

Various -The Social Studies Standards refer to “various" peoples, nations, regions of the world, historical eras, and enduring themes. School administrative units should develop a local curriculum that assists students in gaining a coherent, broad perspective on a variety of peoples, nations, regions, historical eras, and enduring themes.

Major Enduring Themes - The term “major enduring themes” is used in several places in the Social Studies Standards. This term refers to general topics or issues that have been relevant over a long period of time. Using a consistent set of themes can serve as a framework within which other concepts, topics, and facts can be organized. It can also help students make connections between events within and across historical eras, and use history to help make informed decisions. The Civics and Government, Personal Finance and Economics, Geography, and History Standards all include performance expectations that address individual, cultural, international, and global connections. It will be up to the School Administrative Units to determine whether they use these performance expectations as

an opportunity to integrate across the disciplines of the social studies or address them separately. The “enduring themes,” some of which overlap, include:

- Freedom and Justice
- Conflict and Compromise
- Technology and Innovation
- Unity and Diversity
- Continuity and Change Over Time
- Supply and Demand

Eras – School Administrative Units (SAU) should develop a coherent curriculum that provides students with a balanced exposure to the major eras of United States and World History. The term “various eras” in this document refers to those eras that are selected by an SAU to build a cohesive, balanced understanding. The “eras,” some of which overlap, include:

Eras in United States History*	**Eras in World History***
1. Beginnings to 1607: Migration, contact, and exchange between Native Americans, Africans, and Europeans. **2. 1607 to 1754:** Conflict and competition -- Europeans and Native Americans; emergence of distinctive Colonial and Native societies. **3. 1754 to 1800:** Social, political, and economic tensions -- Revolution and the Early National Period. **4. 1800 to 1848:** Defining and extending democratic ideals during rapid economic, territorial, and demographic changes. **5. 1844 to 1877:** Regional tensions and civil war. **6. 1865 to 1898:** Move from agricultural to industrialized society. **7. 1890 to 1945:** Domestic and global challenges; debate over Government’s role and the role of the US in the world. **8. 1945 to 1980:** Challenges with prosperity, living up to ideals, and unfamiliar international responsibilities. **9. 1980 to present:** Cultural debates, adaptation to economic globalization and revolutionary changes in science and technology.	**1. Beginnings to 600 BCE:** Technological and environmental transformations. **2. 600 BCE to 600 CE:** Organization and reorganization of human societies. **3. 600 to 1450:** Regional and interregional interactions. **4. 1450 to 1750:** Political, social, economic and global interactions led to revolutions. **5. 1750 to 1900:** Industrialization and global integration. **6. 1900 to present:** Accelerating global change and realignments.

**All eras are circa.*	

Spiraling K-12 - A course of study in which students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. The Social Studies Standards and performance expectations have been created in order to reflect a progression of increasing complexity from K-5 and between the 6-8, and 9-diploma grade spans.

Maine Statutes Related to Social Studies

Title 20-A: Education §4722. High school diploma standards.
1. Minimum instructional requirements. A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board. [2009, c. 313, §15 (AMD).]

2. Required subjects. Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma: …. Social studies and history, including American history, government, civics and personal finance--2 years; [2013, c. 244, §1 (AMD).]

Title 20-A MRSA §4706, as amended by PL 1991, c. 655, §4, is further amended to read:
§4706. Instruction in American history, Maine studies and Maine Native American history.
The following subjects are required: …. Maine Studies… American History… Maine Native American history (including Maine tribal governments, Maine Native American culture, Maine Native American territories, and Maine Native American economic systems). Maine Native American history and culture must be taught in all elementary and secondary schools, both public and private.

Maine Native Americans - The phrase "Maine Native Americans" refers to the four Maine Native American tribes – the Penobscot, the Passamaquoddy, the Micmac, and the Maliseet.

Strand	Civics & Government		
Standard	Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	**Civics & Government 1:** Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good. **Civics & Government 2:** Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government. **Civics & Government 3:** Students understand the concepts of *rights, duties, responsibilities,* and *participation* by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict. **Civics & Government 4:** Students understand the concepts of *rights, duties,*	**Civics & Government 1:** Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. **Civics & Government 2:** Students understand the concepts of *rights, duties, responsibilities,* and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict. **Civics & Government 3:** Students understand Maine Native Americans by explaining their traditions and customs.	**Civics & Government 1:** Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of *democratic ideals* **Civics & Government 2:** Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government. **Civics & Government 3:** Students understand the concepts of *rights, duties, responsibilities,* and participation by explaining the purpose of school/classroom rules and national laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict through selecting, planning, and participating in a *civic action* or *service-learning* project based on a classroom or school asset or need, and describing the project's potential civic contribution. * **Civics & Government 4:** Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

	responsibilities, and *participation* by describing classroom *rights, duties, and responsibilities* including how students participate in some classroom decisions and are obliged to follow classroom rules. **Civics & Government 5:** Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to classroom traditions and decisions.		

Strand	Civics & Government		
Standard	Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	**Civics & Government 1:** Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the study of government includes how governments are organized and how citizens participate. **Civics & Government 2:** Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by	**Civics & Government 1**: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of *democratic ideals* and *constitutional principles* to include the rule of law, legitimate power, and common good. **Civics & Government 2**: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining and giving examples of *governmental structures* including the legislative, executive, and judicial	**Civics & Government 1**: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the *structures* and processes *of government* are described in documents, including the Constitution of the United States. **Civics & Government 2**: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of *governmental structures* including the legislative, executive, and

	explaining how leaders are elected and how laws are made and implemented. **Civics & Government 3:** Students understand the basic *rights, duties, responsibilities,* and roles of citizens in a democratic republic by identifying the *rights, duties, and responsibilities* of citizens within the class, school, or community. **Civics & Government 4:** Students understand the basic *rights, duties, responsibilities,* and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators. **Civics & Government 5:** Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety). **Civics & Government 6:** Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.	branches and the local and State levels of government. **Civics & Government 3**: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine by explaining that the *structures* and processes *of government* are described in documents, including the Constitution of Maine. **Civics & Government 4:** Students understand the basic *rights, duties, responsibilities,* and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including selecting, planning, and participating in a *civic action* or *service-learning* project based on a classroom, school, or local community asset or need, and describe evidence of the project's effectiveness and civic contribution. * **Civics & Government 5**: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. **Civics & Government 6**: Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.	judicial branches at national levels of government. **Civics & Government 3**: Students understand the basic *rights, duties, responsibilities,* and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen. **Civics & Government 4**: Students understand the basic *rights, duties, responsibilities,* and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience. **Civics & Government 5**: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. **Civics & Government 6**: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.

<table>
<tr><td>Strand</td><td colspan="2">Civics & Government</td></tr>
<tr><td>Standard</td><td colspan="2">Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.</td></tr>
<tr><td></td><td colspan="2">Early Adolescence</td></tr>
<tr><td></td><td colspan="2">Grades 6-8</td></tr>
<tr><td rowspan="5">Performance Expectations</td><td colspan="2">Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:</td></tr>
<tr><td>(F1) Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.
(F2) Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.
(F3) Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.</td><td>(D1) Comparing the structures and processes of United States government with examples of other forms of government.
(D2) Comparing how laws are made in Maine and at the federal level in the United States.
(D3) Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</td></tr>
<tr><td colspan="2">Civics & Government 2: Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:</td></tr>
<tr><td>(F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.
(F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</td><td>(D1) Analyzing examples of the protection of rights in court cases or from current events.
(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project’s effectiveness and civic contribution. *</td></tr>
<tr><td colspan="2">Civics & Government 3: Students understand political and civic aspects of cultural diversity by:</td></tr>
</table>

	(F1) Explaining basic civic aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations. (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.	(D1) Explaining constitutional and political aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations. (D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.

Strand	Civics & Government	
Standard	Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	**Civics & Government 1:** Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world by:	
	(F1) Explaining that the study of government includes the *structures*, functions, institutions, and forms of government. (F2) Explaining how and why democratic institutions and interpretations of *democratic ideals* and *constitutional principles* change over time. (F3) Describing the purpose, structures, and processes of the *American political system*.	(D1) Evaluating and comparing the relationship of citizens with government in the United States and other regions of the world. (D2) Evaluating *current issues* by applying *democratic ideals* and *constitutional principles* of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in *founding documents*. (D3) Comparing the *American political system* with examples of political systems from other parts of the world.
	Civics & Government 2: Students understand the constitutional and legal *rights*, the civic *duties and responsibilities,* and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:	
	(F1) Explaining the relationship between constitutional and legal *rights*, and civic *duties and responsibilities* in a constitutional democracy. (F2) Evaluating the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.	(D1) Comparing the *rights, duties, and responsibilities* of United States citizens with those of citizens from other nations. (D2) Analyzing the *constitutional principles* and the roles of the citizen and the government in major laws or cases.

	(F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.	
	Civics & Government 3: Students understand political and civic aspects of cultural diversity by:	
	(F1) Explaining basic civic aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations. (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.	(D1) Analyzing constitutional and political aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a *civic action* or *service-learning* project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution. * (D2) Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.

Strand	Personal Finance & Economics		
Standard	Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	**Personal Finance**: Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services. **Economics:** Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants. **Global Connections:** Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.	**Personal Finance:** Students understand the nature of personal finance as well as key foundational ideas by describing how spending, saving, and sharing are ways to use money. **Economics:** Students understand the nature of economics as well as key foundational ideas by explaining and making decisions about how to use scarce resources to meet their needs and wants. * **Global Connections:** Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by identifying how individuals, families, and communities are influenced by economic factors.	**Personal Finance:** Students understand the nature of personal finance as well as key foundational ideas by describing how planning for the future is important to managing money. **Economics:** Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants. * **Global Connections:** Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans by describing the work and contributions of various groups to the economics of the local community in the past and present.

Strand	Personal Finance & Economics		
Standard	Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	**Personal Finance:** Students understand the nature of personal finance as well as key foundational ideas by describing situations in which personal choices are related to the use of money. **Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced. **Global Connections:** Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by describing economic similarities and differences within the community, Maine, and the United States.	**Personal Finance:** Students understand the principles and process of personal finance by describing situations in which financial institutions can be used to manage money. **Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity. * **Global Connections:** Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities by identifying economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.	**Personal Finance:** Students understand the principles and process of personal finance by describing situations in which choices are related to the use of financial resources and financial institutions. **Economics:** Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision. * **Global Connections:** Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

Strand	Personal Finance & Economics	
Standard	Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	**Personal Finance:** Students understand the principles and processes of personal finance by:	
	(F1) Explaining how scarcity influences choices and relates to the market economy. (F2) Identifying factors that contribute to spending and savings decisions.	(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices. *
	Economics: Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:	
	(F1) Describing the functions of financial institutions. (F2) Describing the function and process of taxation.	(D1) Explaining how scarcity requires choices and relates to the market economy, entrepreneurship, supply and demand.
	Global Connections: Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans, by:	
	(F1) Researching the pros and cons of economic processes, economic institutions, and economic influences of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world to propose a solution to an economic problem. *	(D1) Describing factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.

Strand	Personal Finance & Economics	
Standard	Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	**Personal Finance:** Students understand the principles and process of personal finance by:	
	(F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money. (F2) Identifying factors that impact consumer credit.	(D1) Evaluating ways credit can be used. (D2) Evaluating different strategies for money and risk management.
	Economics: Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by:	
	(F1) Analyzing the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies. (F2) Identifying and explaining various economic indicators and how they represent and influence economic activity.	(D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability. (D2) Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage. (D3) Proposing a solution to a problem using the theory of supply and demand. *
	Global Connections: Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities, by:	
	(F1) Comparing a variety of economic systems and strategies of economic development. (F2) Analyzing how resource distribution effects wealth, poverty, and other economic factors.	(D1) Analyzing multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development. *

Strand	Geography		
Standard	Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	**Geography 1**: Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples. * **Geography 2**: Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.	**Geography 1**: Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, and then create visual representations of their findings. * **Geography 2**: Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.	**Geography 1**: Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant *places* and *locations*, directions (including N, S, E, and W), and basic physical, environmental, and cultural features. **Geography 2:** Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.

Strand	Geography		
Standard	Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	**Geography 1**: Students understand the geography of the community, Maine, the United States, and various regions of the world by explaining that geography includes the study of Earth's physical features including climate and the	**Geography 1**: Students understand the geography of the community, Maine, the United States, and various regions of the world by communicating their findings by creating visual representations	**Geography 1**: Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of *geographic tools* including digital

	distribution of plant, animal, and human life. **Geography 2**: Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities. *	of the world, showing a basic understanding of the *geographic grid*, including the equator and prime meridian. * **Geography 2**: Students understand geographic aspects of unity and diversity in various regions of the United States and the world by describing impacts of geographic features on the daily life of various cultures in the United States and the world.	mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions. **Geography 2**: Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources. *

Strand	Geography	
Standard	Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.	
	Early Adolescence	
	Grades 6-8	
Performance Expectations	**Geography 1**: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by**:**	
	(F1) Using the *geographic grid* and a variety of *types of maps, including digital sources,* to locate and access relevant geographic information that reflects multiple perspectives. * (F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of *geographic tools* including digital tools and resources. * (F3) Evaluating a geographic issue of physical, environmental, or cultural importance. *	(D1) Identifying consequences of geographic influences through inquiry and formulating predictions. (D2) Describing the impact of change on the physical and cultural environment.
	Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by**:**	

	(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations. *	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

Strand	Geography	
Standard	Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.	
	Adolescence	
	Grades 9-Diploma	
Performance Expectations	**Geography 1**: Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future by:	
	(F1) Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. * (F2) Evaluating and developing a well-supported position about the impact of change on the physical and cultural environment. *	(D1) Proposing a solution to a geographic issue that reflects physical, environmental, and cultural features at local, state, national, and global levels. * (D2) Using inquiry to predict and evaluate consequences of geographic influences. (D3) Describing the major regions of the Earth and their major physical, environmental, and cultural features using a variety of *geographic tools* including digital tools and resources. *
	Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities by:	
	(F1) Analyzing geographic features that have impacted unity and diversity in the United States and other nations. *	(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

Strand	History		
Standard	Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.		
	Childhood		
	Kindergarten	Grade 1	Grade 2
Performance Expectations	**History 1**: Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies. * **History 2**: Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events. **History 3:** Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.	**History 1**: Students understand the nature of history as well as the key foundation of ideas by identifying past, present, and future in stories, pictures, poems, songs, and video. **History 2:** Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples * **History 3**: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.	**History 1**: Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level* and identifying a few key figures and events from personal history and the history of the community, the state, and the United States, especially those associated with historically-based traditions. **History 2**: Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past. **History 3**: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Strand	History		
Standard	Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.		
	Childhood		
	Grade 3	Grade 4	Grade 5
Performance Expectations	**History 1**: Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. * Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * **History 2**: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources*, and describing examples in the history of the United States of diverse and shared values and traditions.	**History 1**: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students distinguish between facts and opinions/interpretations in sources. * **History 2**: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.	**History 1**: Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. * **History 2:** Students understand *historical* aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.

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<tr><td></td><td colspan="2">Early Adolescence</td></tr>
<tr><td></td><td colspan="2">Grades 6-8</td></tr>
<tr><td rowspan="5">Performance Expectations</td><td colspan="2">History 1: Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:</td></tr>
<tr><td>(F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. *
(F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *
(F3) Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. *
(F4) Proposing and revising research questions related to a current social studies issue. *</td><td>(D1) Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. *
(D2) Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *
(D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. *
(D4) Making decisions related to the classroom, school, community, civic organization, Maine, or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. *</td></tr>
<tr><td colspan="2">History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:</td></tr>
<tr><td>(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.
(F2) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
(F3) Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</td><td>(D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the World.
(D2) Comparing a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.
(D3) Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</td></tr>
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<tr><td>Strand</td><td colspan="2">History</td></tr>
<tr><td>Standard</td><td colspan="2">Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</td></tr>
<tr><td></td><td colspan="2">Adolescence</td></tr>
<tr><td></td><td colspan="2">Grades 9-Diploma</td></tr>
<tr><td rowspan="5">Performance Expectations</td><td colspan="2">History 1: Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:</td></tr>
<tr><td>(F1) By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. *
(F2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
(F3) Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.
(F4) Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. *</td><td>(D1) Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations. *
(D2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
(D3) Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
(D4) Making a decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. *</td></tr>
<tr><td colspan="2">History 2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:</td></tr>
<tr><td>(F1) Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources. *
(F2) Identifying and analyzing major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources. *</td><td>(D1) Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources. *
(D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups. *</td></tr>
</table>

Definitions:

Strand: A body of knowledge in a content area identified by a simple title.

Standard: Enduring understandings and skills that students can apply and transfer to contexts that are new to the student.

Performance Expectation: Building blocks to the standard and measurable articulations of what the student understands and can do.

From: Kathy Harris-Smedberg
Sent: Wednesday, May 5, 2021 8:27 AM
To: Emma Bond
Cc: Margaret Edwards
Subject: Re: follow-up on Wabanaki Studies FOAA

EXTERNAL MESSAGE:

Emma,

First, apologies for misspelling Wabanaki. It was an auto correct, that I did not notice.

Second, today I heard from the BHS librarian and she shared that she has been participating in various Bicentennial offerings like the one listed below. This is the only one specific to Wabanaki, but it did make me wonder if teachers are participating in PD that I do not know about because it is free. I have no way of tracking this information, but am hopeful that more are participating.

Darren Ranco, PhD, Chair of Native American Programs at the University of Maine and Penobscot Nation Citizen, and Jennifer Neptune, Penobscot artist, writer, and herbalist, will discuss the current and potential future impacts of the invasive Emerald Ash Borer on Wabanaki basket making traditions, as well as provide an overview of the work being done by Wabanaki people and others to protect the resource into the future.

https://youtu.be/bx8hT2ZcoU8

On Tue, May 4, 2021 at 7:40 PM Emma Bond <ebond@aclumaine.org> wrote:

> Superintendent Harris-Smedberg,
> Yes, this is helpful. Thanks so much for the quick response and background. We thought we'd reach out one more time just in case!
> Best,
> Emma

Emma Bond
pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112
■ 207-619-8687
■ ebond@aclumaine.org
www.aclumaine.org

From: Kathy Harris-Smedberg <kharrissmedberg@bangorschools.net>
Sent: Tuesday, May 4, 2021 7:37 PM
To: Emma Bond <ebond@aclumaine.org>
Cc: Margaret Edwards <medwards@aclumaine.org>
Subject: Re: follow-up on Wabanaki Studies FOAA

EXTERNAL MESSAGE:

Emma,

I have been in Bangor 4 years. I provided you with all Watanabe studies PD during my tenure here. I could find no record prior to me that any PD on Wabanaki studies was offered. I also had others search and they also found no records.
I hope this helps.

On Tue, May 4, 2021, 7:20 PM Emma Bond <ebond@aclumaine.org> wrote:

> Dear Superintendent Harris-Smedberg,
>
> Thank you again for responding so promptly with records regarding the Wabanaki Studies curricula in your school district; we have been very impressed by the overwhelming support, positive feedback, and willingness to collaborate exhibited by all ten schools involved in this request.
>
> **We wanted to follow-up and ask again for any records that you may have regarding professional development regarding Wabanaki Studies (request 2 in the attached).**
> Although we have received a tremendous amount of important and helpful information from the responding schools, this is an area where we have not received many records.
>
> Please feel free to call me with any questions you might have with this follow-up request.
>
> Thank you again to you and your team for all of your work on this project.
>
> Best,
> Emma
>
> **Emma Bond**
> *pronouns: she/her/hers*
> Legal Director
> American Civil Liberties Union of Maine
> PO Box 7860, Portland, ME 04112
> ■ 207-619-8687
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Kathy Harris-Smedberg, Ph.D.
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Bangor School Department
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Bangor, ME 04401
207-992-4167
207-992-4150

Quarter 1, Down East to Bangor
Wabanaki

Common Resources:
Many Hands by Angeli Perrow
Thanks to the Animals by Allen Sockabasin
Remember Me by Donald Soctomah
Wind Bird by Sarah Stiles Bright
A River Ran Wild by Lynn Cherry

Lesson 1: Wabanaki People

- Learning Target: I can describe the Wabanaki's way of life.
- Read the "Wabanaki" section from the Down East to Bangor by Julia Eaton

Lesson 2: What are natural resources?

- Learning Target: I can describe the natural resources the Wabanaki's used in their daily life.
- Read the first six pages of A River Ran Wild by Lynn Cherry
- As a class discuss different natural resources. Then create an anchor chart that identifies the natural resources the Wabanaki people used during each season.
- Have students independently do the Our Resources page.
- Possible extension: Create a venn diagram comparing and contrasting your life with the Wabanaki.

Lesson 3-10 Completed Mural done by James Francis

(mural could be created using paper instead of whiteboard)

Lessons 3 & 4: Create a mural flip chart for summer.

- Learning Target: I can compare and contrast the Wabanaki way of life during the summer.
- Read, discuss and create visual information about the summer season and the natural resources the Wabanakis used to meet their basic needs.
- The visual could include the following: where they are located, the food consumed, the shelter used, the daily activities, the roles for men and women, and label the Penobscot River and the Atlantic Ocean on the mural.
- Then, as a class, co-create a constructed response around this question: How did the Wabanakis use natural resources in the summer? Print one constructed response for each student to add to his/her mural flip chart.

Lessons 5 & 6: Create a mural flip chart for fall.

- Learning Target: I can compare and contrast the Wabanaki way of life during the fall.
- Read, discuss, and create visual information about the summer season and the natural resources the Wabanakis used to meet their basic needs.

- The visual could include the following: where the Wabanaki's are located, the food consumed, the shelter used, the daily activities, and the roles for men and women. Also, label the Penobscot River and the Atlantic Ocean on the mural.
- Then, as a class, co-create a constructed response around this question: How did the Wabanakis use natural resources in the fall? Print one for each student to add to his/her mural flip chart.

Lessons 7 & 8: Create a mural flip chart for winter.

- Learning Target: I can compare and contrast the Wabanaki way of life during the winter.
- Read, discuss, and create visual information about the summer season and the natural resources the Wabanakis used to meet their basic needs.
- The visual could include the following: where the Wabanaki's are located, the food consumed, the shelter used, the daily activities, and the roles for men and women. Also, label the Penobscot River and the Atlantic Ocean on the mural.
- Then, as a class, co-create a constructed response around this question: How did the Wabanakis use natural resources in the winter? Print one for each student to add to his/her mural flip chart.

Lessons 9 & 10: Create a mural flip chart for spring.

- Learning Target: I can compare and contrast the Wabanaki way of life during the spring.
- Read, discuss, and create visual information about the summer season and the natural resources the Wabanakis used to meet their basic needs.
- The visual could include the following: where the Wabanaki's are located, the food consumed, the shelter used, the daily activities, and the roles for men and women. Also, label the Penobscot River and the Atlantic Ocean on the mural.
- Then, as a class, co-create a constructed response around this question: How did the Wabanakis use natural resources in the spring? Print one for each student to add to his/her mural flip chart.

Lesson 11: Natural Resources

- Learning Target: I can describe how natural resources were used by the Wabanaki.
- Have students independently identify four different natural resources the Wabanakis used and how they used them.

Lesson 12: Assessment Day

- How did the Wabanaki use natural resources? Use the Bangor School Department Constructed Response Rubric to score.

Assessment 1 Name: _____

How are natural resources used by the Wabanaki? Think about plants, animals and water.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

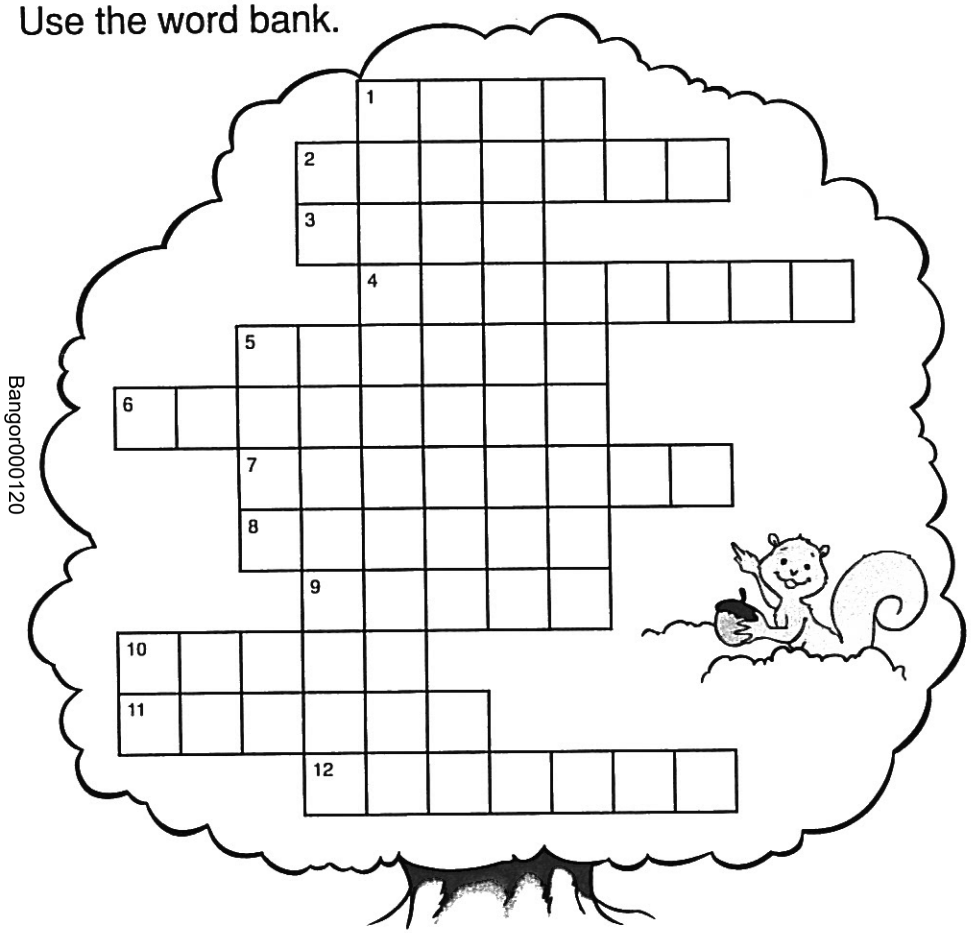
_____

Name _____

Natural Resources
Logical reasoning

Our Resources

Write each answer in the puzzle.
Use the word bank.



Word Bank

clean air cotton fish minerals oceans paper
plants protect shelter soil sunshine water

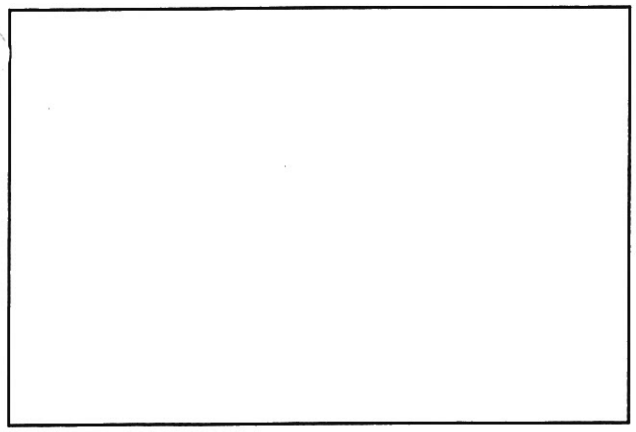
1. _____ live in water, and people can eat them.
2. We should _____ our resources so they don't run out.
3. Plants need rich _____ to grow in.
4. _____ are found in all rocks. They are used to make many things, such as jewelry and cement for buildings.
5. The fibers from _____ plants are used to make clothes.
6. _____ provides warmth and energy.
7. People need to breathe in _____ _____.
8. Many people travel in ships on rivers and _____.
9. Trees are often used to make _____.
10. _____ is a resource that we drink.
11. Corn and pumpkins are foods that we get from _____.
12. Trees provide _____ for many animals.

Study the puzzle from top to bottom. Find a three-word phrase. Use it to finish the sentence.

Natural resources are things that we use every day. They come _____!

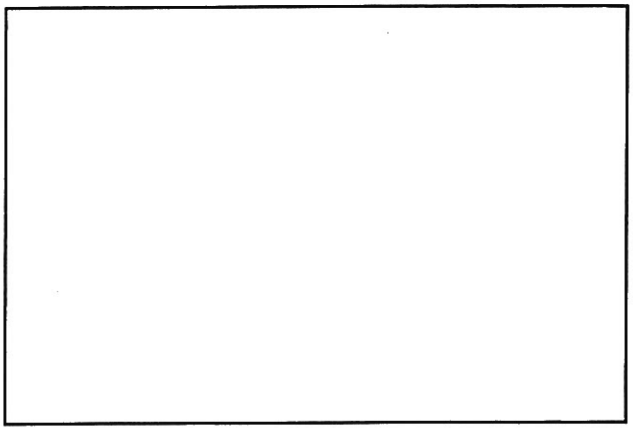
Booklet Pages

Use with "Community Booklets" on page 50.



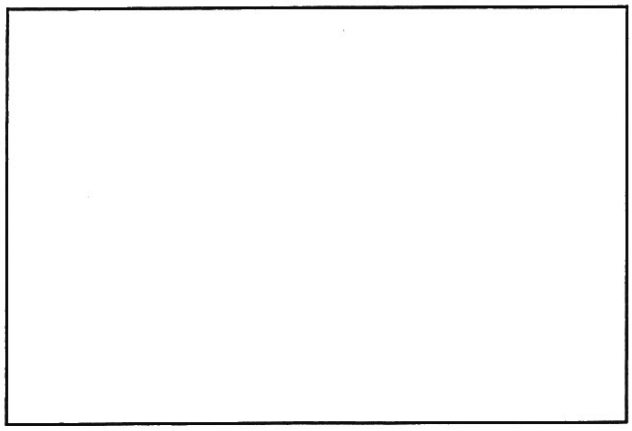
Natural Resource: _____

How is this resource used?



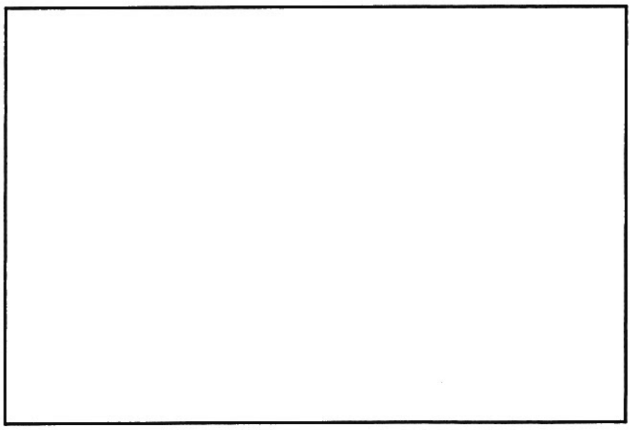
Natural Resource: _____

How is this resource used?



Natural Resource: _____

How is this resource used?



Natural Resource: _____

How is this resource used?

How did the Wabanaki use natural resources in the summer? Use evidence from the mural and our discussions to support your answer.

Wabanaki life in the summer was all about getting their basic needs to survive.

One basic need was food. The men hunted deer for its meat. They also used big sharp spears or nets to hunt salmon. They dried some of this food so it would last for winter. The women picked berries and eggs. They dried some berries too. Other foods in the summer were crabs, oysters, lobsters, and clams.

Another basic need was shelter. They built longhouses to live in. Longhouse are built by bending ash trees, sticking them into the ground, and covering them with birchbark. Many families lived in a longhouse together. The Wabanaki also lived in wigwams. Wigwams were also built with young ash trees stuck into the ground and covered with birchbark, but only one family lived in it.

The last basic need was clothing. The Wabanaki people hunted animals like caribou, deer, moose with bows and arrows for their skins. They scraped the animal skins to get the leather and fur to make their clothes. They made sure to make enough clothing to survive the winter.

In conclusion, Wabanaki life in the summer was all about getting their basic needs to survive.

How did the Wabanaki use natural resources in the spring? Use evidence from the mural and our discussions to support your answer.

The Wabanaki life in the spring was all about getting their basic needs to survive.

One basic need was food. They ate maple syrup. They would poke a hole in a maple tree, then put a basket under the hole so the sap could drip into the basket. They also ate fish. The men caught the fish by building weirs in the river. They also picked fiddleheads. The women picked them along the side of the river or stream. They sprayed beehives with smoke so they could get the honey inside. In the spring, the women planted corn, pumpkin and bean seeds for the fall and winter. They also ate dried foods from other seasons.

A second basic need was shelter. One of their shelters was wigwams. Wigwams are the shelter they lived in to protect them from their harsh environment. They use birchbark for the walls, and they use young ash trees as the supports to hold the birchbark up.

The third basic need was clothing. The Wabanaki clothes in the spring was made of leather from animal skins. They would use the same animal skins as with other seasons, but if it was cold, they would keep the fur on for warmth. One kind of skin they used was beaver. They trapped the beaver so they could use their skin.

In conclusion, Wabanaki life in the spring was all about getting their basic needs of food, shelter, and clothing.

How did the Wabanaki use natural resources in the fall? Use evidence from the mural and our discussions to support your answer.

The Wabanaki life in the fall was hard. They had to work every day to get their basic needs to survive.

One basic need was food. They ate blueberries because they were nice and ripe in the fall. The women also harvested corn, pumpkins, and beans from the gardens they planted in the spring. They dried some for winter. Women also collected acorns. They could crack the hard shell to get the nut inside. The men hunted moose with bows and arrows. These were big animals that could feed many people.

The next basic need was shelter. They lived in their dome shaped homes called wigwams. Wigwams were made from bending ash trees and covering them with birch bark. The Wabanaki would hang food and clothes on the inside of the wigwam. One family lived in each wigwam.

Their final need was clothing. They would use the skins from the animals they hunted to make their clothes. They would leave fur on the skin to be warmer on chilly days.

In conclusion, the Wabanaki life in the fall was hard.

How did the Wabanaki use natural resources in the winter? Use evidence from the mural and our discussions to support your answer.

The Wabanaki life in the winter was the hardest of all. Their basic needs were even harder to get than in other seasons.

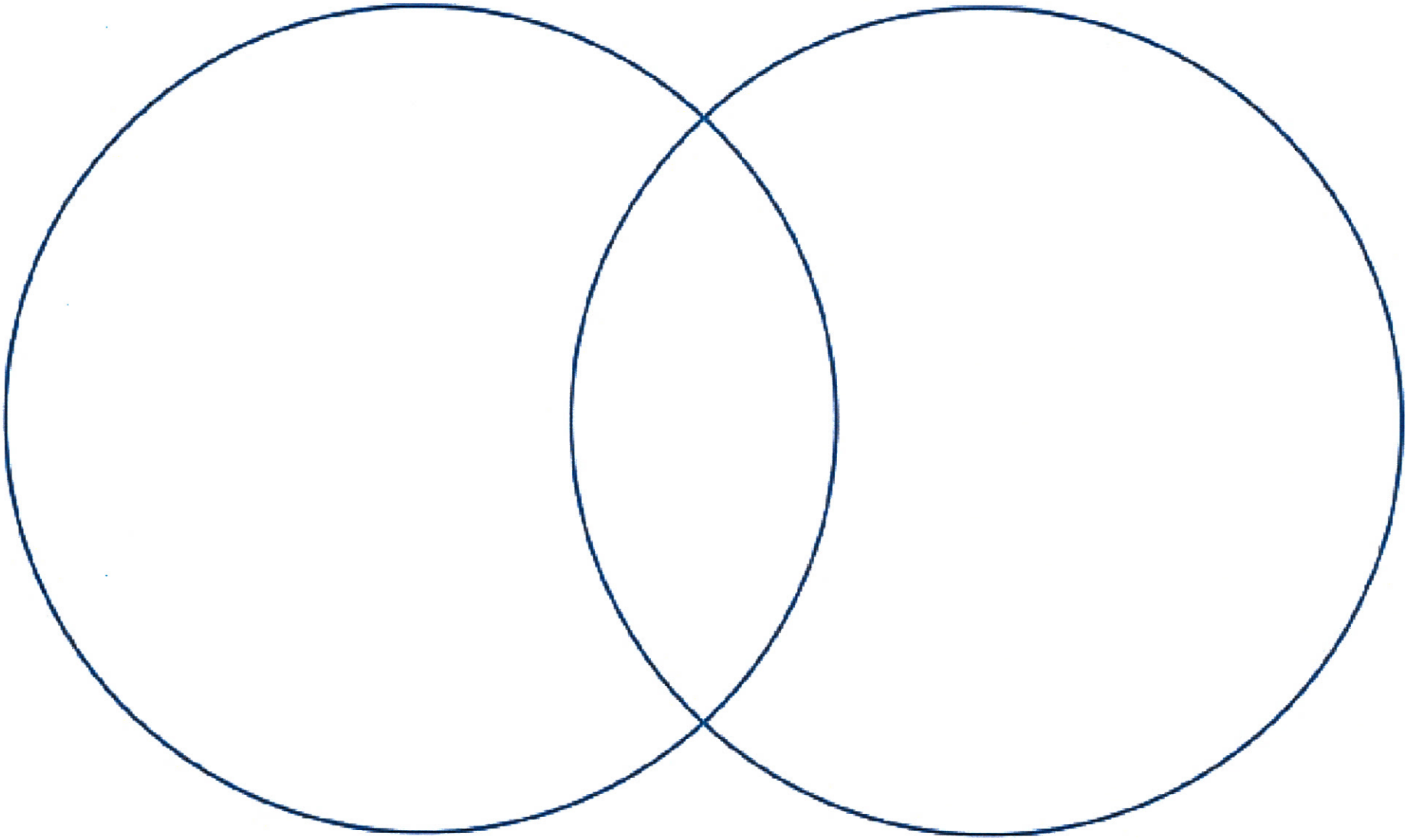
The first basic need was food. It was hard to get the food they ate in spring, summer, and fall. It was even harder to get the food they needed in winter. They ate moose. They shot them with arrows. The moose would get stuck in the deep snow, so they could shoot them easily. Then they had to dig the moose out of the snow. They set snares up to get rabbits. They also ate the dried foods from other seasons.

The next basic need is shelter. They used wigwams for shelter. They had a fire burning inside the wigwam and hung dried fish and furs inside.

The last basic need is clothing. They would still have animal furs but they would not scrape the furs off the skin. This kept them warmer. They had to make sure their clothes were made before winter started because Maine winters are very cold.

In conclusion, Wabanaki life in winter was very difficult because of the snow and cold temperatures.

NAME: _____



Bangor000124

Education World
The Educator's Best Friend

Quarter 3 - *Down East to Bangor*
How have people changed Bangor overtime?

This year, 2017-18, these lessons will follow the landforms part of the mapping unit.

Lesson 1 (1 day)
Learning Target- I can understand how an early settlement grows based on people's needs.
Read Boom Town
Complete a cause and effect based on the reading from Boom Town.

Lesson 2 (1 day)
Learning Target- I can understand how an early settlement grows based on people's needs.
Read "The First Settlement" from the Down East to Bangor book (p. 16-23).
Create a cause and effect chart for that section of the book.

Lesson 3 (1-2 days)
Learning target-I can compare the daily life of the Wabanaki and the first settlers.
Co-create a class capacity matrix diagram comparing with the Wabanaki and the early settlers.
See included diagram. Focus on how it changed and didn't change.

EXAMPLE
How have people changed Bangor over time?

	Wabanaki	**First Settlers**
Food	*They gathered food for their community.	*They gathered food for themselves or trading purposes.
Clothing	*They used furs to make their clothing. *They dyed cloth with berries.	*They brought brightly colored cloth.
Shelter	*They have temporary homes. *They had a dome shaped wigwag or a long house. *They reused materials. *Many families lived one home. *Heated with fires.	*Their homes were permanent structure. *They built a cabin. *Over time they had things like beds and chairs. *More than one room. *Heated with fires.
Education	*They did not go to school. *They used oral language to teach their culture.	*They went to a one room schoolhouse. *They used books to learn.
River	*They used the river for food and transportation.	*They used the river for food and transportation. *They used the river for ship building.

Talking points may include:
Cultural difference such as the use of natural resources

Assessment (1 day)

Constructed Response
How have people changed Bangor overtime?
Use Bangor School Department Rubric to score the assessment

Optional Activities

Act out settlers trading for services and goods

Quarter 3 Name:_____

How have people changed Bangor overtime?