INTRODUCTION

We believe Maine’s bicentennial presents a unique opportunity for Mainers to come together for meaningful commemoration, reflection, and engagement. And our libraries are important community hubs that bring people together to learn and grow and envision how life here should be.

You play a vital – maybe even daunting – role in your community, and we want to support what you do. Throughout this bicentennial year, the Maine Humanities Council aims to serve as a partner and a resource for libraries hoping to make the most of this moment. With the support of the Maine State Library, we’ve created Imagine Maine’s Story: A Bicentennial Library Toolkit, using the Collaborative Summer Library Program as a model.

You’ll find:

- A few Maine-related programs for each age group in your community
- A list of organizations around the state you might want to get to know
- Specific resources available to libraries this year

It isn’t an exhaustive collection of what you can do to connect your community and engage with Maine’s bicentennial – but we hope it lifts some of the weight off your shoulders and makes the important work you do a little easier.

Thank you to everyone who contributed ideas to this toolkit. We couldn’t have done it without you!

If you’re inspired and come up with a program idea you think would be great to add, please let us know! We’d love to see this toolkit grow.

Finally, we would greatly appreciate your feedback. After you’ve spent some time working with the toolkit, please complete our brief survey. Your thoughts help us plan for the future. https://www.surveymonkey.com/r/ME200Toolkit
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WHAT IS THE MAINE HUMANITIES COUNCIL?

We’re a statewide nonprofit that uses books, poetry, and big ideas to bring people together to discuss issues of importance. We’re a program partner, grantmaker, and connector of people and communities. Our connections strengthen our society and help shape the future of Maine. We partner with libraries, hospitals, school districts, and communities to foster critical thinking and conversations across social, economic, and cultural boundaries.

207.773.5051
info@mainehumanities.org
www.mainehumanities.org

Let’s Talk About It series are provided free to public libraries. Its many series enable libraries to bring community members together in conversation around a range of compelling themes that reflect community interests. With over 40 great series to choose from, there is something for everyone.

https://mainehumanities.org/lets-talk/
https://mainehumanities.org/lets-talk/lets-talk-about-it-full-series-list/

World in Your Library brings speakers on current events and relevant issues, both local and international, to Maine communities. Free to Maine’s libraries, World in Your Library gives small rural communities access to experts and the opportunity to explore complex topics, gain insight, and broaden perspectives.

https://mainehumanities.org/programs/world-in-your-library/
https://mainehumanities.org/programs/world-in-your-library/world-in-your-library-speakers/

Poetry Express brings Maine poetry and poets to communities. The MHC partners with a local public library and a local poet. The State Library provides curated resources. Community members select Maine poems, learn to perform those poems in a workshop and host a community poetry reading and conversation event.

https://mainehumanities.org/poetry-express/
WHAT IS THE MAINE HUMANITIES COUNCIL?

*Read ME* is a statewide summer reading program. Each year a well-known Maine author recommends two titles by lesser-known Maine authors. After a summer of reading and discussing the featured books, libraries and their patrons are invited to participate in a culminating event with all three authors. For 2020, recommending author Lily King will select one fiction and one nonfiction title. This year’s featured titles will be announced in February.

https://mainehumanities.org/read-me/how-it-works/
https://mainehumanities.org/programs/read-me/

Grants

Our grants support and encourage a deeper understanding of ourselves and one another, building lasting connections and reaching diverse, multigenerational, and rural audiences.

**Major Grants** support larger humanities projects like exhibits, conferences, films, and other initiatives. Projects have well-developed thematic content, broad public outreach, and strong scholar participation. (Up to $7500)

**Mini Grants** support a wide variety of public humanities projects like exhibits, lecture and film series, reading and discussion programs, symposia, cultural celebrations, etc. (Up to $1000)

**Arts & Humanities Grants**, offered in partnership with the Maine Arts Commission, support innovative community projects with BOTH arts and humanities components. (Up to $1000)

**Special Grants** are offered whenever possible. Special grants are typically linked with national initiatives to support projects addressing particular themes or meeting other special criteria.

https://mainehumanities.org/program/grants-program/
1. STORYTIMES
Storytime: Bear Snores On

WHAT IS IT?
This storytime pairs the book *Bear Snores On* by Karma Wilson with an activity that talks about black bears in Maine and invites children to create their own black bears using craft glue and pom-poms.

Materials Needed
- Copy of *Bear Snores On*.
- Enough copies of the black bear outline for all children you expect to attend. Plus a few extra.
- Black pom-poms
- Liquid glue
- Optional - googly eyes, images of black bears

HOW DO YOU DO IT?
1. Read *Bear Snores On*.

2. Ask the group if they can name other kinds of bears. Explain that in Maine, we have black bears that like to hibernate in the winter just like Bear from the book. Make sure to explain what hibernation is, if you have not yet done so! Hibernation basically is when animals go to sleep, or remain dormant, during the winter. Animals hibernate mostly because there is not enough food around during the cold winter months.

If you’d like, here are some black bear facts to share:
* Adult males measure 5-6 feet from nose to tail. That’s about the same size as the average adult human!
* Black bears eat some meat, but are primarily vegetarian. They really like early green grass, fruits and berries, and acorns.
* Black bears have 1-4 babies at a time. Their babies are called cubs.

3. Give each child an outline of a bear, glue, and black pop-poms. Demonstrate how to fill the outline with pop-poms. If you want to give them googly eyes, go for it!
ADDITIONAL

Here are two fun bear songs to teach the children!

**Bears Are Sleeping**  
(Sung to the tune of "Frere Jacques")

Bears are sleeping. Bears are sleeping,  
In their dens. In their dens.  
Soon it will be spring. Soon it will be spring.  
Wake up bears! Wake up bears!

**Bear is Sleeping**  
(Sung to the tune of "Frere Jacques")

Bear is sleeping. Bear is sleeping.  
Let it snow! Let it snow!  
Sleeping all the winter. Sleeping all the winter.  
Snug and warm. Snug and warm.

RESOURCES

- [https://bear.org/bear-facts/black-bears/hibernation/](https://bear.org/bear-facts/black-bears/hibernation/)
- [www.prekfun.com](http://www.prekfun.com)
STORYTIME: BEAUTIFUL BLACKBIRD

WHAT IS IT?

A read-aloud of Ashley Bryan’s Beautiful Blackbird with an extension activity.

MATERIALS NEEDED

- Copy of Beautiful Blackbird by Ashley Bryan
- Construction paper
- Copies of bird templates (optional)
- Markers or crayons
- Large white paper
- Scissors
- Tape

HOW DO YOU DO IT?

1. Before the storytime, put a large piece of white paper on the wall (roll paper is perfect). This will be the area where participants display their crafts.

2. Introduce the book and it’s author. (Ashley Bryan was born in Harlem, New York, but has been living in Maine for a long time. This story is an adaptation of a tale from the Ila-speaking people of Zambia.)

3. Read the book.

4. Talk about birds and ask the children what kinds of birds they can name.

5. Do the craft: Have the children design their own birds from scratch or use one of the templates attached.

6. Put the birds on the white piece of paper to showcase all the differently designed birds. If children want to take a bird home as well, have them make two so that their bird art can stay at the library for a while.
STORYTIME: BEAUTIFUL BLACKBIRD!

ADDITIONAL

If you have a Cricut or Silhouette, use that to cut out bird templates.
If you’d like, share facts about birds in general, or specifically African birds or blackbirds, or birds found in Maine.

RESOURCES

- Ashley Bryan Center - https://ashleybryancenter.org/
- Birds In Africa - https://www.africaguide.com/wildlife/birds.htm
STORYTIME: BROWN COW FARM

WHAT IS IT?
A read-aloud of Dahlov Ipcar’s Brown Cow Farm with an extension activity about counting.

MATERIALS NEEDED
• Paper (any kind would work)
• Markers or crayons

HOW DO YOU DO IT?
1. Read the book.

2. Talk about numbers and counting.
   Have the kids count with you up to 10 or higher for older kids. Ask them how high they can count. Ask what age they are. Write the numbers 0-9 on a white board and show them how to write them.

3. Do the craft. (Kids make their own counting book.)
   a. Fold 5 pieces of paper in half for each child.
   b. Have them number each page from 1 to 10.
   c. Have them draw the same number of objects on each page. So, for 3, they would draw 3 cars, etc.
As you know, Maine has a LOT of farms. You could talk about what farm animals the children are familiar with (use the book for connections).

Partner with a local farmer and see if they’d like to join you for this storytime. You could connect this event with Open Farm Day, which happens annually. Maybe all of the participants could receive a special ticket for the following Open Farm Day at their local farm.

In 2020, Open Farm Day is on Sunday, July 26.

Here is a fun rhyme with movements to teach the children:

**FIVE SPOTTED COWS**
Five spotted cows standing in line.
The first one said, "I'm feeling fine!"
(POINT TO SELF.)
The second one said, "How do you do?"
(TURN TO THIRD COW AND HOLD OUT YOUR RIGHT HAND.)
The third one said, "MOO! MOO! MOO!"
(TAKE SECOND COW'S HAND AND SHAKE IT.)
The fourth one said, "I'm grazing in the grass."
(MAKE A CHEWING MOTION.)
The fifth one said, "I'm full at last!"
(PAT TUMMY.)
So the cows stood together and said,
"We're through! Let's take a bow and all say, MOO!"
STORYTIME:
BROWN COW FARM

RESOURCES

• MAINE FARM DAY- https://kcswcd.org/?page_id=176
• Department of Agriculture, Conservation, and Forestry - Open Farm Day -
  https://www.maine.gov/dacf/ard/market_promotion/open_farm_day.shtml
• Get Real. Get Maine! -
  https://www.getrealmaine.com/?fbclid=IwAR0ExbkmaSUBQHIbWg_o7QOTO_l25BJYZYn6F3LEabRUIUp3yKtTWCVqQ
• University of Maine Cooperative Extension - Open Farm Day -
  https://extension.umaine.edu/waldo/event/open-farm-day-2020/
• prekfun.com
  http://www.prekfun.com/themes/prekthemes/A-F/Farm/Farm__Songs.htm
STORYTIME: JAMMIN' FOR BLUEBERRIES!

WHAT IS IT?

Talk about Maine's blueberry crops and then cook some jam together! Finish with a jam tasting.

Materials Needed

Copy of Jamberry by Bruce Degen and/or Blueberries for Sal by Robert McCloskey (or other good book related to the theme).

For Jam:
- 2-3 cups blueberries - washed and dried
- 1/4 - 1/2 cup sugar, honey, or other sweetener
- 1-2 tablespoons lemon juice, to taste
- 8 - cup glass measuring cup or microwave-save mixing bowl
- Heat-proof spatula
- Oven mitts
- half-pint canning jars or other small storage container

HOW DO YOU DO IT?

Depending on your participants, it is probably a good idea to make a batch of jam before storytime. The directions follow.

Read a book or two relating to blueberries.

Ask what participants already know about blueberries. (Where do they grow? How do they grow? Do they like eating them? What kinds of foods can you make with blueberries?)

Discuss how blueberries grow on bushes and how you pick them with special rakes.

Share some images of blueberry fields. A Google image search of "wild blueberry fields" turns up some beauties!

Share some blueberry facts:
Maine has 40,000 acres of wild blueberries!
Over 98% of the country's wild blueberries come from Maine!
There are three berries that are native to North America. One of them is the wild blueberry! What are the other two? (Concord grapes and cranberries!)

Once cool, taste your jam. For tasting, have crackers or biscuits to put the jam on.
STORYTIME: JAMMIN' FOR BLUEBERRIES!

HOW DO YOU DO IT? (cont.)

JAM TIME!
In an 8-cup glass measuring cup or microwave-safe mixing bowl, toss the berries with sugar or other sweetener. Start with the 1/4 cup, you might need a bit more depending on how tart the berries are. Then toss with 1 to 2 tablespoons of lemon juice (to taste). Lightly mash them with the spatula to release some of their juices. Let the fruit macerate for at least a half an hour, until the sugar is dissolved and the fruit looks syrupy.

Microwave the macerated berries for 10 minutes, stirring halfway. The fruit juices will bubble up as the fruit cooks, quadrupling in volume. Carefully remove the bowl using oven mitts (the glass will be hot), and stir the berries. It will look quite loose and liquidy at this point. Return to the microwave and cook another 5 minutes.

Stir the fruit again: Remove the fruit from the microwave with oven mitts and stir it again. The jam will probably still look fairly syrupy at this point. Mash the berries against the sides of the bowl if you'd like a smoother texture, or leave it as is for a chunkier texture.

Continue to microwave in 2 to 3 minute intervals. Stir the jam between each interval and continue cooking until the liquid concentrates to a sticky syrup that coats the back of the spatula and falls in heavy drips back into the bowl. Don't worry if the jam still seems a little loose at this point; it will set more firmly as it cools. Total cooking time is usually around 15 minutes for most fruits.

If you're unsure whether the jam ready, it's best to err on the side of caution. Overcooking can cause the jam to crystallize and harden. If the jam still seems loose after it cools, return it to the measuring cup and cook it a few more minutes.

Cool and store the jam: Transfer the jam to a canning jar or other storage container. Let it cool, uncovered, on the counter. Once cool, cover and store in the refrigerator for several weeks or freeze for up to 3 months.

RESOURCES

Recipe from: https://www.simplyrecipes.com/recipes/how_to_make_jam_in_the_microwave/

"Here are 9 Things You Probably Don't Know About Maine's Wild Blueberries"

Maine at 200 Library Toolkit | Maine Humanities Council | Maine State Library
Storytime: Nothing Like a Puffin

WHAT IS IT?
This storytime pairs the book *Nothing Like a Puffin* by Sue Soltis with an activity about similarities and differences as well as a puffin craft.

**Materials Needed**

- Copy of *Nothing Like a Puffin*.
- A bunch of objects you have around - such as buttons, pom-poms, crayons, blocks, popsicle sticks, etc.
- Paper plates - enough for each child to have 1
- Orange cardstock - precut into the beaks and feet for the puffin craft
- Black crayons, markers, or paint
- Stapler(s)/staples
- Scissors

HOW DO YOU DO IT?

1. Read *Nothing Like A Puffin*.
2. Talk about similarities and differences with children. What are examples from the book?
3. Give each child a small pile of items and ask them to sort the ones that are similar together. They can decide what category to sort by. For example, by color, size, material, etc. Ask the kids to explain their sorting.
4. Now let's talk about puffins! Puffins live in the open sea. They come back to land when it is time to lay eggs. There are puffins that lay eggs here in Maine. Puffins are sometimes called "sea parrots." Their beaks change color during the year. In the winter they're gray and in the spring they turn bright orange! Puffins eat only fish.
How Do You Do It? (cont.)

5. Let’s make a puffin!
Hand each child a paper plate, two puffin feet and a beak.

To make the puffin:
1. Fold the paper plate in half. This will be the bird’s spine.
2. Make a roughly 1-inch cut up one end of the fold. This will be the tail end of the bird.
3. Color the plate with black crayon/marker/paint to create the look of the puffin’s body. Don’t forget the eyes - those should be placed on the opposite end of where the tail cut is.
4. Draw the mouth line on the beak.
5. Place the beak so a small portion of it (about 1/4 inch) is on the inside of the folded plate at the same end as the eyes. With the beak in place, staple this part of the plate closed.
6. To make the puffin stand, fold each tail flap outward and make a crease from the end of the tail slit to about 1/3 of the way up the rounded part of the plate.
7. Place a foot on each of these new folds facing toward the rounded part of the plate. Staple each foot in place.
8. If you want, you can add a little fish to its beak.
9. See if he’ll stand up. Make adjustments as necessary.
10. Talk about the similarities and differences between the puffins created today.

Resources

https://www.natgeokids.com/nz/discover/animals/birds/puffin-facts/
2. PROGRAM IDEAS
Children, Teens, Adults
Cemetery Tour/Gravestone Rubbing

WHAT IS IT?

Maine has roughly 7,000 cemeteries mapped out, and there are probably more hidden in the woods. Cemeteries offer us a glimpse into our past and are a great way to learn about the history of a community and its inhabitants. In this program, community members meet in a local cemetery, learn about a few of the individuals buried there, and have the opportunity to do a gravestone rubbing.

MATERIALS NEEDED

- Information about some of the individuals buried in the cemetery you’re visiting.
- Newsprint or other paper
- Crayons, charcoal, or pastels
- Costumes (for extended version)
- Storytelling script (for extended version)
- Staffing depends on how many people show up as well as how deep you’re hoping to go with the storytelling. Ideally, your partnership with the historical society would help add a few people to help run/host the program.

HOW DO YOU DO IT? - the basic version

1. Decide which cemetery you will be visiting.
2. Spend some time researching a couple of the individuals buried there. This would be a GREAT opportunity to partner with your local historical society. They would probably be willing and able to help with this part!
3. Decide on a date for your cemetery adventure and publicize it. It might also be a good idea to consider a rain date.
4. Decide where your program will begin. Will everyone meet at the library and walk/drive over together or will you ask everyone to meet at the cemetery?
Cemetery Tour/Gravestone Rubbing

HOW DO YOU DO IT? - the basic version (cont.)

5. Source your materials.

6. On the day of the event, at the cemetery, invite folks to walk through the grounds and explore a bit on their own.

7. Gather the group around particular gravestones and share the stories of the individuals buried there.

8. Hand out paper and crayons/charcoal/pastels and invite everyone to do a gravestone rubbing of one of the stones that speaks to them in some way. If you have enough supplies, encourage them to do multiple rubbings.

HOW DO YOU DO IT? - the extended version

This version is basically the same as above, however begin by partnering with the local historical society and ask them if they would be willing to create dramatic readings/scripts that tell the stories of the individuals buried in the cemetery you are visiting. On the day of the event, members of the historical society could attend in costume and perform the stories at the cemetery itself.

ADDITIONAL

- Invite participants to come dressed in costumes representing various historical time periods relevant to the cemetery
- After visiting the cemetery, you could invite teens and older adults in for a follow-up program to research the stories of individuals buried there.
- This would also be a great setting for telling ghost stories!

RESOURCES

- Find a Grave – Cemeteries in Maine
- Internment.net
- Maine Old Cemetery Association and their Cemetery Locations Map
- Work Projects Administration Cemetery Plans

Maine at 200 Library Toolkit | Maine Humanities Council | Maine State Library
COMMUNITY GEOCACHING

WHAT IS IT?

Create a geocache hunt around the neighborhood, encouraging patrons to get outside and find great places in your town.

MATERIALS NEEDED*

Small containers
Inexpensive items to include in the container
A log book
Instructions

*The specifics for these items are all found on the Geocaching Site linked in the instructions.

HOW DO YOU DO IT?

Use the following site for guidance throughout this program: www.geocaching.com/play/hide

Purchase or create the items needed for a geocache: a container, inexpensive items to include in the container, a log book, and a set of instructions. (Be sure to follow the guidelines for creation found on geocaching.com)

Create as few or as many as you would like.

Choose locations around town that are points of interest, such as a good place to watch ducks or a historic landmark.

Again, be sure to follow the guidelines on how to hide them and how far apart they must be.

Log your caches on the website.
HOW DO YOU DO IT? (cont.)

Create a document listing the names of the caches that you created so patrons will know when they’ve found them all and which ones are yours. If you want, hold a contest that patrons can enter to win if they find all the caches. If you hold the contest, be sure to have a worthwhile prize for the winner.

ADDITIONAL

Tell your patrons about the Maine park systems geocaching program and make the handout with the web address and instructions available.

If you have a budget, consider buying some of the State Parks passports ($1 each) to give to your patrons so they can track all the caches they’ve found.

RESOURCES

https://www.geocaching.com/play/hide

https://www.maine.gov/dacf/parks/discover_history_explore_nature/activities/geocaching.shtml
Geocaching Challenge

There is more fun for everyone at Maine State Parks!

Discover 8 geocaches as you explore Maine’s spectacular State Parks and Historic Sites. From historic forts to our deepest wilderness, the Maine State Parks GeoTour offers something for everyone!

HOW TO PLAY:

1. **Create your login** with geocaching.com.
2. **Download** the GPS coordinates for each location to your GPS unit or mobile device.
3. Using the coordinates, **find** as many Maine State Parks geocaches (during normal park hours of 9 a.m. to sunset) as you can! The hidden, water-tight containers will be clearly marked as official Maine State Parks Geocaches. **Hint: caches are only located at the following Maine State Parks:**
   
   Allagash Wilderness Waterway – North Maine Woods
   
   Aroostook State Park – Presque Isle
   
   Cobscook Bay State Park – Dennysville
   
   Colburn House State Historic Site – Pittston
   
   Colonial Pemaquid State Historic Site – New Harbor
   
   Mount Blue State Park – Weld
   
   Vaughan Woods Memorial State Park – South Berwick
   
   Wolfe’s Neck Woods State Park – Freeport

4. **Sign** the logbook inside each container.
5. For additional fun, **Stamp your Maine State Park Passport** with the unique stamp from that park’s geocache. Passports are available for $1. Ask a park ranger how to get one on your next park visit.

For additional information on how to geocache, and to find other locations, go to: geocaching.com
Create Your Own Maine Flag

WHAT IS IT?
In this program, families will learn about the meanings within the Maine state flag, and then have the opportunity to design their own flag.

MATERIALS NEEDED
• Blank paper for sketching/drawing
• Pencils, colored pencils, markers, etc.
• “Symbolism in the Maine State Flag” sheet (included)
• Image of the Maine Coat of Arms (included)
• If you have the state flag at your library, it would be great to have it on display for people to view. If not, you might be able to obtain one from a community member or organization to use for the program.
• Envelope labeled “Answer key” (for passive program)
• Instruction sheet (for passive program)

HOW DO YOU DO IT? (Active Program)
1. Purchase/source all of your materials.
2. Display the flag/coat of arms
3. Have a discussion of the symbolism included within the imagery. Rather than reading down the list, ask participants what they think each element is for and see if you can come up with all of the connections together as a group.
4. Ask participants what they think is missing from the flag. What kinds of things are part of their Maine story that are not represented on the flag. Have some discussion around how those experiences could be represented using images and symbols.
5. Invite participants to create their own updated version of the state flag that includes the things they find meaningful and important about Maine.
6. Display flags around the library or let folks take their designs home.
Create Your Own Maine Flag

HOW DO YOU DO IT? (Passive Program)

1. Purchase/source all of your materials.
2. Place a copy of “Symbolism in the Maine State Flag” into the envelope marked “Answer Key”
3. Display instruction sheet and images of the state flag and coat of arms in an accessible/inviting area of the library.
4. Have a stack of “What does the flag mean?” sheets, answer key, and drawing supplies near the display images.
5. Make sure there is a place for people to pass in their completed flags. Hang flags around the library.

ADDITIONAL

• Connect this to the “Maine’s Original Flag” program found in this toolkit.

RESOURCES

https://statesymbolsusa.org/symbol-official-item/maine/state-flag/flag-maine
https://www.colonialflag.com/maine-state-flags/
What Does the Flag Mean?

What do YOU think the pieces and parts of the Maine State Flag and the Coat of Arms represent?

- star
- this tree
- this person
- this blue area
- DIRIGO
- this person
- this animal
Symbolism in The Maine State Flag

- The current Maine State Flag was adopted in 1909
- The blue of the flag’s background is the same blue found on the flag of the United States of America
- The image in the center of the flag is Maine’s Coat of Arms
- The star above “DIRIGO” represents the North Star (also known as Polaris). Polaris has helped explorers and sailors navigate for centuries because it is always found due north.
- “DIRIGO” is the state motto and means “I lead” or “I direct.”
- The tree in the center of the Coat of Arms is a White Pine, which is Maine’s state tree. It also represents Maine’s nickname “The Pine Tree State.”
- The moose resting near the tree is Maine’s state animal.
- The sea, land and sky are also found in the center of the Coat of Arms.
- The individual to the left of the center image is a farmer. This person represents Maine’s deep connection to agriculture farming.
- The individual to the right of the center image is a sailor who represents Maine’s strong ties to the sea.
Maine Coat of Arms
Your Maine State Flag!

1. Take a minute to look at the Maine state flag and coat of arms.

2. See how many symbols you can figure out on the “What Does the Flag Mean?” sheet. (You can find the answer key in the envelope!)

3. Flip that sheet over and do some brainstorming about what you think is missing from the flag.

4. Using the supplies available, make your own version of the Maine state flag. Hand your flag creation into the librarian to be displayed in the library or bring it home!
What do you think is missing from the state flag? What kinds of things are part of your Maine story that you think should be represented in the Maine State Flag?

What are some images that could reflect those missing things?

**Sketch them out here!**

When you’re finished brainstorming and sketching, create YOUR version of the state flag!

(Use the materials at this table!)
FACT OF THE WEEK CHALLENGE!

WHAT IS IT?

Each week, a non-fiction book about Maine - or about part of Maine, or that highlights Maine – will be featured. Using the featured text, create a weekly challenge question for individuals to find the answer to. Those who submit correct answers are eligible for a reward.

HOW DO YOU DO IT?

1. Select the book to feature.
2. Look through the book and come up with an appropriately challenging question for your intended audience to answer. You could have different questions and or books for different age levels!
3. Post the question and the featured book in a prominent location in your library – perhaps at your Circulation Desk.
4. Ensure the rules for the submitting answers are clearly outlined near the featured book and Fact of the Week.

PROGRAM IDEA INSPIRED BY:
Andrea Sprague, Librarian at Fairmont School, Bangor
FACT OF THE WEEK
CHALLENGE!

ADDITIONAL

• This is easily adaptable for patrons of all ages.

• You could exchange a token/raffle ticket for each individual’s correct answer. Tokens can be used to collect prizes. Raffle tickets can be added to the container for a weekly/monthly/end of summer prize.

• You could ask participants to submit their written answers on a paper and ask them to include their name and contact information. All correct answers will be entered into a drawing at the end of the summer.

• Ask Teens to help with selecting books and creating questions for younger children.

• Have a contest to see which ages (e.g. adults vs children/teens) submit the most correct answers each week or over the summer. Track progress on a bulletin board.

• Partner up with libraries in your region! If you each take a week to select a book and create a question, you can simply rotate with each other.

RESOURCES

Sherman’s Maine Coast Book Shop has a great book list - "Down East Children’s Books"  https://www.shermans.com/down-east-childrens-books
HOW SHOULD LIFE BE?
(In a New Colony in the Middle of the Atlantic Ocean)

WHAT IS IT?
This activity enhances group dynamics, communication, and problem solving skills. Teens are given a dystopian scenario and must work together to come up with a solution.

MATERIALS NEEDED

• Facilitator - (librarian, volunteer, other trusted adult to lead things)
• Facilitator Notes (included)
• Enough copies of the “List of Applicants” for each participant
• 30 index cards or pieces of paper each labeled with one of the applicants (for the final large group list).
• A room with enough seats for everyone. Tables are a bonus, but not necessary.
• Writing utensils and scrap paper

IF YOU HAVE 6+ PARTICIPANTS

1. Gather participants.
2. Have a few printed copies of the rules available for participants to refer to. You could place a copy or two on each table or project them onto a wall, etc.
3. Read the scenario found on the Facilitator Notes aloud to the group.
4. Hand each participant a copy of the “List of Applicants”
5. Instruct participants to individually review the list and select their top ten applicants. Give them 5-10 minutes to do this.
6. From there, break them into small groups of 3-5.
7. Task each group with collectively deciding which people should be sent to start this new world. They should get about 10-15 minutes to finalize their list.
8. Now, ask each group to identify a team ambassador and send them to the front of the room. The job of the group of ambassadors up front is to listen to each team’s list and agree on pushing through the final ten people. Hand the index cards over to the ambassadors as they make decisions they can set those individuals aside.
9. At this time, invite each team (one at a time) to share their list of ten with the whole group. They should try to convince the ambassadors to admit as many of their suggestions as possible. Make sure you move to the next group after a few minutes.

PROGRAM IDEA
INSPIRED BY:
Jerome Bennett
Program Officer
Maine Humanities Council

Maine at 200 Library Toolkit | Maine Humanities Council | Maine State Library
10. At the end of each group’s presentation, the ambassadors will decide which individuals make the final list. If all 10 spots are filled, groups can still present. Ambassadors can simply swap people out.

11. Facilitate a debrief conversation once the list is finalized. (Questions can be found in the Facilitator Notes.)

IF YOU HAVE LESS THAN 6 PARTICIPANTS

1. Gather participants.
2. Have a few printed copies of the rules available for participants to refer to. You could place a copy or two on each table, project them onto a wall, etc.
3. Read the scenario found on the Facilitator Notes aloud to the group.
4. Hand each participant a copy of the “List of Applicants”
5. Instruct participants to individually review the list and select their top ten applicants. Give them 5-10 minutes to do this.
6. Now everyone must work together as one group.
7. Hand the index cards over to the group and task them with collectively deciding which people should be sent to start this new world. They should get about 10-15 minutes to finalize their list.
8. After 10-15 minutes, ask them to share out their decisions along with their reasoning. If they want to make changes as they go, that is ok.
9. Facilitate a debrief conversation once the list is finalized. (Questions can be found in the Facilitator Notes.)

ADDITIONAL

• This could be a great activity for your Teen Advisory Board or other teen group(s) that regularly meet in your library.
• If participants are really engaged, or if you want to toss some curveballs...

During the final group decision making process, add a tidbit of extra information about individuals from the applicant list into the mix. For example, “We just got more information, it turns out that the long-distance runner knows how to knit.” Or “The 63 year old nun is also a master gardener.”
**HOW SHOULD LIFE BE?**  
*(In a New Colony in the Middle of the Atlantic Ocean)*

**Facilitator Notes**

**For your information**
This activity enhances group dynamics and decision-making ability. As a facilitator, observe groups to see if certain behavioral patterns emerge. Group roles are largely determined by a combination of an individual’s personality and their overall experience working with groups. A person who is impatient, for example, is more likely to push the discussion ahead. A person who is very confident tends to offer more opinions.

**Scenario**
With sea levels rising, an eccentric billionaire decides to fund the creation and inhabitation of a special bio-dome made from a decommissioned Bath Iron Works ship that is anchored somewhere in the middle of the Atlantic Ocean. The people moving to this new world are tasked with creating a viable and sustainable environment ready for others to immigrate to in the year 2220. The brave souls embarking on this mission will be unable to set foot again on the mainland (MAINEland), receive assistance from the outside world, or contact anyone once they arrive.

As eccentric billionaires often do, they have gathered a group of local teenagers to take the helm of saving the future of humanity. This elite group of youth is tasked with identifying which of the ten applicants should be sent over to start the new world.

**For 6+ participants**
1. Read the scenario found on the Facilitator Notes aloud to the group.
2. Hand each participant a copy of the “List of Applicants”
3. Instruct participants to *individually* review the list and select their top ten applicants. Give them 5-10 minutes to do this.
4. From there, break them into small groups of 3-5.
5. Task each group with collectively deciding which people should be sent to start this new world. They should get about 10-15 minutes to finalize their list.
6. Now, ask each group identify a team ambassador and send them to the front of the room. The job of the group of ambassadors up front is to listen.
to each team’s list and agree on pushing through the final ten people. Hand the index cards over to the ambassadors as they make decisions they can set those individuals aside.

7. At this time, invite each team (one at a time) to share their list of ten with the whole group. They should try to convince the ambassadors to admit as many of their suggestions as possible. Make sure you move to the next group after a few minutes.

8. At the end of each group’s presentation, the ambassadors will decide which individuals make the final list. If all 10 spots are filled, groups can still present. Ambassadors can simply swap people out.

9. Facilitate a debrief conversation once the list is finalized.

For less than 6 participants
1. Read the scenario found on the Facilitator Notes aloud to the group.
2. Hand each participant a copy of the “List of Applicants”
3. Instruct participants to individually review the list and select their top ten applicants. Give them 5-10 minutes to do this.
4. Now everyone must work together as one group.
5. Hand the index cards over to the group and task them with collectively deciding which people should be sent to start this new world. They should get about 10-15 minutes to finalize their list.
6. After 10-15 minutes, ask them to share out their decisions along with their reasoning. If they want to make changes as they go, that is ok.
7. Facilitate a debrief conversation once the list is finalized. (Questions can be found in the Facilitator Notes.)

Debrief Questions
1. Was it easier to do this exercise by yourself or with a group? Why?
2. How did your group come to decisions? Was everyone’s opinion heard and valued? How do you know this?
3. Do you feel like some people’s values carried more weight than others?
4. How did/does that make you feel?
5. How might the group’s dynamics be improved?
6. For if you have more than one group: How many individuals did your group’s list get onto the final list?
7. What role do you think power played in this decision-making activity?
8. What strategies were successful in convincing others to let particular individuals onto the final list? Was it in the way you framed it? Was it in the way information was presented? Did the process seem random or could you see a strategy?
9. How might this sort of problem solving activity relate to the real world?
HOW SHOULD LIFE BE?
(In a New Colony in the Middle of the Atlantic Ocean)

SCENARIO

With sea levels rising, an eccentric billionaire decides to fund the creation and inhabitation of a special bio-dome made from a decommissioned Bath Iron Works ship that is anchored somewhere in the middle of the Atlantic Ocean. The people moving to this new world are tasked with creating a viable and sustainable environment ready for others to immigrate to in the year 2220. The brave souls embarking on this mission will be unable to set foot again on the mainland (MAINEland), receive assistance from the outside world, or contact anyone once they arrive.

As eccentric billionaires often do, they have gathered a group of local teenagers to take the helm of saving the future of humanity. This elite group of youth is tasked with identifying which of the ten applicants should be sent over to start the new world.
Applicant List

The applicants are:

- A 14-year-old pregnant teenager
- A 32-year-old wealthy banker who has recently come out as lesbian
- A 10-year-old farmer’s helper
- A 54-year-old politician for the Republican party
- A 95-year-old Democratic politician
- A 45-year-old male pilot who has the flu
- A 34-year-old former prisoner who is now currently active in the community
- The pregnant teenager’s ex-boyfriend who is 15 years old
- A 28-year-old doctor who is addicted to pain medication
- A 100-year-old doctor
- A 37-year-old police officer who recently resigned from his position for reasons unknown
- A 33-year-old female teacher who recently got fired for teaching creationism
- A 46-year-old environmentalist who was arrested five years ago for blowing up a paper mill
- A 53-year-old dad who lost his family to Hurricane Maria
- A 47-year-old woman who is unable to have children
- Kylie Jenner
- A 29-year-old astronomer who went to jail for tax evasion
- A 48-year-old long-distance runner
- A 62-year-old homeless person struggling with mental illness
- A 56-year-old man who survived alone in the wilderness for 10 years and wrote about how he did it, who is also a white supremacist.
- A 32-year-old English teacher who lost her family in a plane crash
- A 42-year-old construction worker who dropped out of college and his 8 year old daughter who loves dancing
- A 35-year-old male with a masters in Fine Art
- A single father and his 2-year-old son
- A 52-year-old black professor who teaches African American Studies
- A multi-millionaire who invests a lot of money in the NRA and is a motivational speaker
- A 63-year-old nun
- 2 Tibetan monks
- 2 teenage Habitat for Humanity volunteers who build houses for community service
- A 71-year-old Catholic priest
HYDROPOWER!

WHAT IS IT?

Learn about Maine’s hydropower history and create example water wheels.

MATERIALS NEEDED

Each participant or group will need the following items:
- 2 heavy-duty paper plates
- 6 mini plastic cups (3oz size)
- wood skewer
- duct tape

HOW DO YOU DO IT?

Ask participants to consider where mills around Maine are located. Lead them to discuss those they are familiar with and their location along the rivers. Why do they think they’re there? Why is this a strategic location?

Show examples of water wheels and dams. Explain how they work and a little bit about their history.

You can find more information about how they work here:
Water Resources: Why do we build dams? from Teaching Engineering

You can find more information about hydropower in Maine here:
Maine Bureau of Parks and Lands
Brief video of exhibit at Maine State Museum
Maine Memory Network: Hydropower
Maine Memory Network: Wired! How Electricity Came to Maine

Hand materials out to patrons and walk them through making an example water wheel. The following instructions were adapted from theresjustonemommy.com

1. Carefully use the tip of your wood skewer to poke a hole through the center of each paper plate.
2. Turn one plate over so the bottom faces up.
HYDROPOWER!!

HOW DO YOU DO IT? (cont.)

3. Arrange the 6 cups, on their "sides" around the bottom of the plate so that the bottoms of the cups face each other and form a rough circle around the hole you poked. The top rim of the cup should be touching the outer edge of the flat bottom of the plate. Keep the cups as evenly spaced as possible. Secure each cup with duct tape.
4. Thread the skewer through the hole in the plate. Then thread the other plate onto the skewer so that both plate bottoms touch the cups.
5. Use a small piece of duct tape to secure each cup to the second plate.

Now it's time to test the water wheels. Take them to a sink, or use a 5-gallon bucket and a pitcher or hose. Have one person hold the ends of the skewer (one in each hand) and place the wheel under the faucet or over the bucket. Run/pour the water over the cup(s). The wheel should spin as the water hits the cups.

ADDITIONAL

Give the option of creating a second wheel that uses paddles instead of buckets. Additional materials for this are: popsicle sticks, cardboard, and tinfoil, or similar materials.

There is also an example waterwheel craft at:
Teaching Engineering- Hands-On Activity: Water Power
https://www.teachengineering.org/activities/view/cub_environ_lesson09_activity3
Using this type of wheel, you can test out what weight it is able to pull. Additional materials for this are: a 2L soda bottle, duct tape, wooden dowel, index cards, and plastic wrap.

OTHER RESOURCES

List of water mills in Maine from Wikipedia
https://en.wikipedia.org/wiki/List_of_watermills_in_the_United_States

Water Power at the Mayall Mills
https://www.maine.gov/dacf/parks/discover_history_explore_nature/history/mayall_mill/power.shtml

Why it works!

The water has kinetic energy and that energy is causing the water wheel to spin.

The cups are acting like buckets on a water wheel. As the water fills each cup, the gravity and weight of water causes the wheel to rotate around the axis (skewer). As the water in the top cup begins to spill below, the subsequent cups fill with water.

The process continues for as long as the water flows.
MAINE'S
SHIPBUILDING HISTORY!

WHAT IS IT?

Kids will learn about Maine's ship building history and then build and test out their own boats.

MATERIALS NEEDED

- Recyclable materials, trash, craft supplies, etc.
- Tub or pool of water (filled with water to test boat buoyancy)
- Books (optional)
- Computers with internet access (optional)

HOW DO YOU DO IT?

1. Do some research on Maine's ship building history. (Suggestions follow.)

2. Gather the supplies, and prepare the tub or pool of water.

3. Briefly talk about Maine's ship building history, different types of ships that have been built here.

4. Challenge kids to use whatever materials you've given them to build a boat that will float.

5. Test the boats out in a pool or tub of water.

PROGRAM IDEA

INSPIRED BY:
Kare Reiman
Youth Literacy Specialist
Maine State Library

PASSIVE
ACTIVE ✅
MAINE'S SHIPBUILDING HISTORY!

ADDITIONAL

• With younger children, do this activity after a read aloud.

• For teens, have them navigate through Maine Memory Network or the other sites to gather some of their own information. Let them share what they discover before challenging them to build their own boat.

RESOURCES

CHILDREN'S

A Kid’s Book on Boatbuilding by Willits Dyer Ansell

How it Happens at the Boat Factory by Dawn Frederick

Penobscot Marine Museum Children’s Book List

https://penobscotmarinemuseum.org/pbho-1/ships-shipbuilding/childrens-books

BOOKS ABOUT BUOYANCY

Children’s books about sinking and floating


Who Sank the Boat? By Pamela Allen

Things That Float and Things that Don’t by David Adler

TEEN

Boatbuilding Down East: How Lobsterboats are Built by Royal Lowell

Penobscot Marine Museum High School and Adult Level Books
MAINE'S
SHIPBUILDING HISTORY!

RESOURCES

OTHER WEBSITES

• Year Tradition of Shipbuilding in Bath, ME
  https://visitbath.com/about-bath-maine/400-year-tradition-of-shipbuilding/

• Historic Shipwrecks of Maine
  If you have a subscription to the Press Herald, you can copy and past this URL into your browser.

• Maine Memory Network- Trade and Transport
  https://www.mainememory.net/sitebuilder/site/885/page/1296/display

• Maine’s First Ship – Historical photos
  https://mship.org/history/historicalphotos/

• Penobscot Marine Museum
  https://penobsmarinemuseum.org/

• Introduction to Ships and Shipbuilding
  https://penobscotmarinemuseum.org/pbho-1/ships-shipbuilding/ships-shipbuilding-introduction

• Portland Observatory
  http://www.portlandlandmarks.org/observatory
MAINE'S ORIGINAL FLAG

WHAT IS IT?

In this program, families will learn about Maine’s original and current state flags, and then have the opportunity to make their own flag (using the original Maine flag design) using felt or cloth.

MATERIALS NEEDED

- Images of original flag
- Wooden dowels for flag handles
- Cut-out felt or cloth in three colors (beige, dark blue, and forest green)
- Fabric glue
- Cardstock for making templates

HOW DO YOU DO IT?

1. Purchase/source all of your materials.
2. Cut the beige fabric/felt into 10"x6" rectangles (you will need one for each participant)
3. Cut stars out of the blue fabric/felt - about 2 inches in size. It is helpful to first create a template using cardstock, then trace the template. (You will need one for each participant.)
4. Create a pine tree pattern using card stock, approximately 4.5 inches tall. Using the forest green fabric/felt, trace and cut out pine trees. (You will need one for each participant.)
5. Begin the program with the librarian sharing some information about Maine and its two flags. There may be a story read or some information on how a flag should be treated. Families/participants are given the materials to assemble their own original Maine flag

PROGRAM IDEA

INSPIRED BY:
Rachel Statham, Youth Services, Lithgow Public Library
MAINE'S ORIGINAL FLAG

ADDITIONAL

• Connect this program to the “Create Your Own State Flag” program.
• You could create original Maine flag kits for people to take home to construct.

RESOURCES

A digital representation of the original flag can be found on Wikipedia
Original Maine State Flag
1901-1909

Original Maine State Flag
As represented today
SO YOU THINK YOU KNOW MAINE TRIVIA!

WHAT IS IT?

This program brings folks together for a team trivia contest. Think of pub trivia, but at the library. Participants can come prepared with a team ready to roll or arrive and join a group. Each team works together to answer several rounds of trivia questions. The team with the highest total points at the end of play wins. If you have enough prizes, you can distribute awards for 2nd, 3rd, and even a fun prize for last place.

HOW DO YOU DO IT?

1. Decide where and when you’ll host your event and who your audience will be. Reach out to partners for prizes and co-hosting opportunities.

2. Decide on and collect prizes
   Prize ideas that require little effort/resources - books from your book sale room, waivers for any library fines, their names on a “Wall of Glory” at the library, recognition in an upcoming library newsletter, special access to library events during the coming year (preview of book sale items, front row seating at events, etc.).
   Prize ideas that require a bit more effort/resources – gift certificates for area businesses; collect an assortment of items from the Dollar Store or dollar section from another store (pins, buttons, notepads, etc.) and have winners select an item from the prize box; if partnering with area businesses, ask them to donate swag (shirts, hats, merchandise, etc.).

3. Market and advertise your event!!

4. THE EVENT
   a. See included “Event Host Instructions” for how to run trivia.
   b. We have included 8 rounds of themed trivia questions for you to use. Decide which you will use for this event.
   c. Make sure you have enough copies of the answer sheets for each team and the number of rounds you’re holding. Extras of answer sheets are good to have on hand. Note the answer sheets for the visual round are different.
   d. Be sure to have some writing utensils available.
SO YOU THINK YOU KNOW MAINE TRIVIA!

HOW DO YOU DO IT? (cont.)

e. Additionally, you’ll want some paper for yourself to track scores and a calculator.

Things that are good to have, but not deal-breakers

• Have some chart paper so you can post team names and scores as each round is tallied.
• A sound system to ensure everyone is able to hear the questions as they are asked and the answers once it’s time to reveal them.
• A music to play between rounds while you’re tallying points.

ADDITIONAL

You could reach out to a local restaurant, pub, taproom, and see if they’d like to co-host the event at their facility! To increase the potential for a great turnout, connect with a space that has a regular trivia night. They’ll appreciate your help and you’ll appreciate their audience! (Make sure to bring information about how awesome the library is.)

Host this as an intergenerational contest/event at the library.

To adapt for tweens/teens, invite participants to research the answers to the questions. Each individual or team can submit answer sheets for chances for a prize. This could also be a more passive approach to the program.

RESOURCES

Rules adapted from whaddyaknow?, Pour House Trivia, quizrunners
http://freepubtrivia.com/trivia-rules/
So You Think You Know Maine Trivia!
Event Host Instructions

Set Up
Create space for groups of up to 6 players around the room. Each group space should be circled around a table. The tables don’t need to all be the same size, the important thing is that six chairs could conceivably cluster around the table during play.

Place enough answer sheets on each table for each round of trivia. If you’re using the visual round, hold onto those answer sheets until that round begins. Pass them out as you explain the directions* for the round. Place one or two writing utensils on each table.

Set up your sound system, chart paper, and music, (recommended, but not required).

As people arrive invite them to have a seat and create teams of up to 6 people.

As you near the official start time, announce that everyone needs to come up with a team name and identify a team recorder, who will clearly write answers on the answer sheets and a team spokesperson, who will submit each round’s answer sheet. Alert teams that their team name needs to be written at the top of each answer sheet.

• Also remind people of the team size rule. (See Trivia Rules, below.)

TRIVIA!
• Welcome everyone to the event. Thank co-hosts, etc. Introduce yourself as the (co-)host.
• Review the Trivia Rules:
  o Up to 6 players per team are allowed. There is a 5-point penalty for a team of 7 and a 10-point penalty for a team of 8. Groups of 9+ MUST split up to play. The penalty will be assessed before the final round of questions. (Scan the room to make sure everyone is within the parameters. Those who have 7 or 8 should be reminded to either accept the penalty or ask folks to split to a new group. Those who have 9+ should be asked to split into two groups.)
  o No yelling out answers, right or wrong. It disrupts the game and can bother other players.
• Under no circumstances are any of the teams to use outside help of any kind, this includes but is not limited to mobile phones, iPads, texting or using the Internet. Trivia is intended as a fun way to test your knowledge, not what you can google. Teams that are reported using devices will be disqualified and become ineligible for any prizes.
• The host has the final say in all circumstances during play. Once a ruling has been made, the decision is final, no matter how unfair it may seem. This is for the good of the game, can speed up the game, and keeps it fair and enjoyable for everyone.

• Explain how the game will be played:
  • There will be ____ rounds. Each team should have at least that number of answer sheets on their tables. If not, send the team spokesperson up to get more.
  • In each round, the host will ask each question twice. After each question, there will be a few minutes for teams to discuss and record their answers. Each answer is worth one point, unless otherwise specified. Answers must be legible; misspellings won’t negatively impact your scores unless the answer is simply illegible. There will be opportunity at the end of each round for teams to ask for any questions to be repeated.
  • As each round ends, the team spokesperson delivers the team’s answer sheet to the host(s). The host(s) will give a one-minute warning if there are any teams lagging behind. Once the answer sheets are in, the host(s) will tally the scores. Scores for both the round and team totals will be announced at the start of each new round.
  • After the final round has been scored, the overall winner(s) will receive a prize. If you’re posting updated scores at the front of the room, don’t post the last round until you’ve announced the winners!

• Answer questions before beginning Round 1.
• Announce final scores, starting with the last place team. Award prizes as you deem appropriate.

*Directions for the visual round – you will have 10 minutes to review the images and fill in the answers on the answer sheets that are coming around. You will receive a 1-minute warning. At the end of the 10 minutes, we will ask your team spokesperson to submit your answer sheet. Remember to put your team names on this paper.
So You Think You Know Maine Trivia!

Round 1 – General Maine History
Round 2 – Geography
Round 3 – Art and Literature
Round 4 – Industry
Round 5 – Fairs and Festivals
Round 6 – Interesting Items
Round 7 – Picture Round
Round 8 – Lightning Round

Round 1 – General Maine History
1. In what year did Maine become a state? [1820]
   a. Bonus for 1 more point: What was the month and date? [March 15]
2. In what war was Maine involved between 1838 and 1839? [Aroostook War. It’s also rarely, but sometimes, referred to as the “Pork and Beans War,” so that would also be acceptable.]
3. Who was Maine’s first Governor? [William King]
4. Which city was Maine’s first capital? [Portland]
5. The Wabanaki, a confederation of First Nations and Native American citizens, have lived in what is now Maine and the Maritimes since before colonization and statehood. What does Wabanaki translate to in English? [People of the Dawn]
6. In 1948, what woman from Maine became the first Republican woman to serve in the U. S. Senate? [Margaret Chase Smith]
7. The 16th Regiment Maine Volunteer Infantry was active during the Civil War and is most noted for their contributions in which battle? [Battle of Gettysburg]
8. In response to the increase in French-Canadian and Irish immigrants, Maine saw a resurgence of the Ku Klux Klan in the 1920s. The first ever daylight KKK parade was held in 1923 in what Maine town? [Milo]
9. This astronaut from Caribou, Maine participated in the first all-female spacewalk on October 18, 2019. [Jessica Meir]
10. Machias was the scene of the first naval battle of what war? [Revolutionary War]

Total possible points in this round: 11
Round 2 – Maine Geography

1. How many islands are in Maine? [c. 3,166]
   a. 1,166
   b. 2,166
   c. 3,166

2. The easternmost point in the United States is in Maine. What is the name of this easternmost point?
   [West Quoddy Head / West Quoddy Head State Park, Lubec]

3. What is the last town that a northbound hiker on the Appalachian Trail can get supplies? [Monson, Maine]

4. On the shores of what bay does Portland, Maine lie? [Casco Bay]

5. What is the last town that a northbound hiker on the Appalachian Trail can get supplies? [Monson, Maine]

6. Maine has 16 counties. Which county has the smallest total square mileage? [Sagadahoc County]

7. What river flows 150 miles from Moosehead Lake to the Atlantic? [Kennebec River]

8. Malusah’ekan, which is Passamaquoddy for “Picture Rocks on the Shore,” is an important petroglyph site in Maine. Where is this site located? [Machiasport – Moose Snare Cove is also acceptable]

9. From the 1860s to 1912, a mixed-race community lived on the north end of this island. The community members were victims of the eugenics movement and other racist beliefs and practices. [Malaga Island]

10. According to the National Oceanic and Atmospheric Administration (NOAA), Maine has 3,478 miles of coastline. There are only three US states that have more coastline than Maine. What are they? (One point for each correct response) [Alaska, Florida, Louisiana]
Round 3 – Art and Literature
1. This poet was born in Portland, Maine in 1807 and wrote the poem “Paul Revere’s Ride.” [Henry Wadsworth Longfellow]
2. In 1939, this well-known Maine artist/illustrator became the “first woman – and, at the age of 21, the youngest artist to date – to be featured in a solo exhibition at the Museum of Modern Art, New York.” She went on to write and illustrate 30 children’s books. [Dahlov Ipcar]
3. This artist currently creates “portraits and narratives [that] highlight citizens who courageously address issues of social, environmental, and economic fairness in his project called, “Americans Who Tell The Truth.” [Robert Shetterly]
4. What is the title of the famous children’s novel that was inspired by the Blue Hill Country Fair? [Charlotte’s Web]
   Bonus point: Name the author [E.B. White]
5. What college gave author Sarah Orne Jewett an honorary degree? She was the first woman to receive such a degree from this college. [Bowdoin College]
6. Who wrote Northwest Passage, Arundel, Rabble in Arms, Boon Island, and Oliver Wiswell? [Kenneth Roberts]
7. In which Maine town did Harriet Beecher Stowe write her powerful antislavery novel, Uncle Tom’s Cabin? [Brunswick]
8. Born in 1923, and raised in the Bronx, this award-winning artist and storyteller now lives in Islesford, Maine. [Ashley Bryan]
9. Winslow Homer was especially famous for his exquisite watercolor landscapes. In 1883, he moved to this place in Maine. [Prouts Neck - Scarborough is also acceptable]
10. Stephen King has published over 60 novels. Seven of these were written under what pen name? [Richard Bachman]

Total possible points in this round: 11
Round 4 – Industry

1. What percentage of the country’s lobster supply comes from Maine? [d. 90%]
   a. 60%
   b. 70%
   c. 80%
   d. 90%

2. What primary kind of wood is used in traditional Wabanaki basket making and is now being threatened by an insect infestation? [Ash/ Brown Ash]

3. What is the name of the Maine company in Penobscot County that builds world-famous canoes? [Old Town Canoe Co.]

4. About what percent of Maine’s potato production is used as seed to supply the east coast? [a. 25%]
   a. 25%
   b. 35%
   c. 45%
   d. 50%

5. Blueberries are native to Maine and grow naturally on how many acres in the state? (Answers within a 3,000-acre margin of error will be accepted.) [40,000]

6. Despite recent closures, how many major paper mills remain in operation today? [6]
   Bonus points for each town you list that still has an operational papermill.
   [Madawaska (Twin Rivers Paper Company), Baileyville (Woodland Pulp LLC), Rumford (Catalyst Paper/ND Paper), Jay (Verso Paper Company), Skowhegan (SAPPI), Westbrook (SAPPI).]

7. The Bates Manufacturing Company, was established in 1850 and became one of the largest textile producers in New England. The Bates Mill closed in 2001, but this group “salvaged the necessary equipment” and is continuing the tradition of weaving out of Monmouth. [Maine Heritage Weavers]

8. How many ski resorts are in Maine? [15]

9. One of the most valuable fisheries in Maine and the country is baby eels, which in 2018 went for $2,300 per pound. What is the term used to refer to baby eels? [Elvers]

10. In 2018, Maine exported over $551 million in forest products. This makes up about what percentage of Maine’s total exports? (Those within 2% margin of error will receive a point.) [19.5%]

Total possible points in this round: 16
Round 5 – Fairs and Festivals

1. The largest ________ in the world is used at Pittsfield’s Central Maine Egg Festival each year. [Frying Pan]
2. What is Maine’s largest agricultural fair? [Fryeburg Fair]
3. Which fair, starting in 1818, is considered “the nation’s oldest continuously run agricultural fair?” [Skowhegan State Fair]
4. What is the largest cultural festival in Maine? [Acadian Festival] In what town is it held? [Madawaska] (Each correct answer is worth one point.)
5. In what month do the blueberry festivals usually begin? [August]
7. The Ossippee Valley Music Festival is a four-day celebration of music with four stages, workshops for all ages, dancing, jam sessions, and locally sourced foods. In what town is this festival held? [Hiram]
8. This festival in Fort Kent celebrates a traditional Canadian buckwheat pancake that is popular in the St. John Valley. What is the name of this delicious treat? [Ploye]
9. Held annually in Dover-Foxcroft, this festival celebrates what beloved Maine confection? [Whoopie Pie]
10. Which agricultural fair, held in September, features a Frog Jumping Contest for children ages 10 and under? Participants are required to bring their own frogs – bullfrogs, toads, and spring frogs are accepted, but little green tree frogs are not. [New Portland Lions Agricultural Fair – New Portland Fair is also accepted]

Total possible points in this round: 11
Round 6 – Interesting Items

1. What corn dish was developed Down-East? [Creamed Corn]
2. According to rumored Maine law, individuals will be fined if they leave Christmas lights up any later than what date the following year? [January 14]
3. In Augusta, what instrument is illegal to play while walking down the street? [Violin]
4. What annual publication does Geiger Brothers produce in Lewiston, Maine? [Farmer’s Almanac]
5. The first transatlantic hot air balloon, which landed in Micrey, France, left from which Maine town? [Presque Isle]
6. In his Maine studio, Maurice Day designed which of Disney’s characters? [Bambi]
7. Name the four Maine Indian tribes known collectively as the Wabanaki. [Maliseet, Micmac/ Mi’kmaq, Passamaquoddy, Penobscot] (This question is worth four points.)
8. The Abyssinian Congregational Church, which you can still visit today, was built to support Portland’s robust black community in what year? [1827]
9. Bangor, is home to a 31-foot-tall statue of what mythical woodsman? [Paul Bunyan]
10. Until 2003, when the Forster Manufacturing Company closed, Strong, Maine, was known as the “___________ Capital of the World.” [Toothpick]

Total possible points in this round: 13
Round 7 – Picture Round

1. Title of work: Christina’s World
   Artist’s Name: Andrew Wyeth

2. Where is this sign located?
   Lynchville, Maine

3. What is the name of this mountain?
   Mount Katahdin
4. Name this stadium: Hadlock Field
Name the team that plays here: Sea Dogs

5. What is the name of this scenic outlook? Height of Land

6. Who is this a statue of? Joshua Lawrence Chamberlain
7. Name this site.  
**Fort Knox**

8. Who is depicted in this statue?  
**Andre The Seal**  
Where is it located?  
**Rockport**

9. What is the name of this structure?  
**Penobscot Narrows Bridge**

10. What is the name of this Attraction?  
**Wild Blueberry Land**  
What county is it in?  
**Washington**
Round 8 – Lightning Round

1. What is the Maine state animal? [Moose]
2. What is the Maine state bird? [Black-capped chickadee]
3. What is the Maine state cat? [Maine Coon Cat]
4. What is the Maine state fish? [Landlocked Salmon]
5. What is the Maine state flower? [White pine cone and tassel]
6. What is the Maine state gemstone? [Tourmaline]
7. What is the Maine state herb? [Wintergreen]
8. What is the Maine state insect? [Honeybee]
9. What is the Maine state motto? [Dirigo (I Lead)]
10. What is the Maine state fossil: [Pertica Quadrifaria]
So You Think You Know Maine Trivia!
Answer Sheet

Team Name:

Round Number:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
So You Think You Know Maine Trivia!
Visual Round
Answer Sheet

Team Name:
1.

[Image of a painting of a woman sitting in a field]

Title of work:

Artist’s Name:

2.

[Image of a sign showing distances to various countries]

Where is this sign located?

3.

[Image of a mountain scene]

What is the name of this mountain?
4. Name this stadium:
Name the team that plays here:

5. What is the name of this scenic outlook?

6. Who is this a statue of?
7. Name this site.

8. Who is depicted in this statue?
   Where is it located?

9. What is the name of this structure?

10. What is the name of this Attraction?
    What County is it in?
Where Is Percival Moose?

WHAT IS IT?
This program gets the whole community involved! Area businesses and organizations agree to hide an image of Percival Moose somewhere in the public space of their building. They’ll also have a sign somewhere in their front door/window area indicating they are a participating partner. Community members get a BINGO card of participating businesses from their library and are challenged to visit each of these places during the summer to find Percival. Once he’s found, someone in the business will initial/stamp/sticker the appropriate box on the BINGO card. Completed BINGO cards can be submitted to the library and entered into a drawing for a prize.

MATERIALS NEEDED
• Community partners
• Enough copies of the Percival Moose image, preferably laminated, for each of your partners.
• Enough copies of the window signs (indicating participating locations) for each partner.
• List of participating locations
• Prizes (if using)

HOW DO YOU DO IT?
1. Approach area businesses and organizations to see if they’re willing to participate. The more the merrier!

2. Create your BINGO card (a template is provided) and make copies to hand out to patrons. This could be a great thing to hand out when people sign up for summer reading!

3. Make enough copies of Percival Moose and the participating business sign for each of your community partners.

PROGRAM IDEA INSPIRED BY:
Marilla Couch
Director
Mexico Public Library
Where Is Percival Moose?

**HOW DO YOU DO IT? (cont.)**

4. Deliver Percival Moose and participation signs to your partners. Help them to hide Percival and hang signs, as needed.

5. Have a location in the library where people can submit their completed BINGO cards.

6. Don’t forget to hold the raffle for prize winners!

**ADDITIONAL**

- Some of the businesses might be willing to offer a discount on a particular item to people looking for Percival. Maybe they can offer an item to raffle as a prize.

- Ask businesses if they’re willing to hand out a few BINGO cards to their customers. Provide them with a stack.

- Display all participating partner logos somewhere prominent in the library.

- Don’t have many businesses in the area to ask? No problem! Hide a bunch of Percivals around the library, in the town hall, at the fire station, inside the historical society, in the snack shack at the community baseball field, etc.
Where is Percival Moose?!

Percival is hiding inside!
Come in and see if you can find him.
(Not sure what this is about? Just ask us!)

#ifoundpercival
Where’s Percival Moose!?

Visit our participating partners to find where Percival Moose is hiding. Once you’ve found him, ask a staff member at that business or organization to mark your BINGO card. Once you’ve filled all of the spaces, turn your completed BINGO card in at the library for a chance to win a prize!

Write your name(s) and contact information on the back!
3. **FURTHER RESOURCES**

+ Contributors and Acknowledgments
"SO YOU THINK YOU KNOW MAINE" PRESENTATION

WHAT IS IT?

“So You Think You Know Maine” is an interactive, Jeopardy-style program during which the audience views historic, scenic, and wildlife pictures that detail Maine adventures and natural resources from all corners of Maine.

WHERE IS IT?

Libraries can access the resource at http://www.allagashtails.com/events

FOR MORE INFORMATION

Tim Caverly
kgoldenr@myfairpoint.net
allagashtails.com
207.907.0517
MAINE FOLKLIFE CENTER

TRAVELING EXHIBITS

WHAT IS IT?

In 2016 the MFC launched a special exhibit highlighting the diversity of folk fiber arts in Maine entitled “Threads of Our Lives: Maine Folk Fiber Art.” The exhibit was made possible through a National Endowment of the Arts grant the MFC received in 2015. The exhibit features four 3’x7’ free-standing panels: “Wabanaki,” “Settlers,” “New Mainers,” and “Community.” The panels illustrate how Mainers from various backgrounds are carrying on their fiber art traditions. Click on the embedded links to learn more about the exhibit and check out the supplementary content for the exhibit as well: transcripts, audio, and videos.

Other available traveling exhibits are:
- Remnants Of Our Lives: Maine Women and Traditional Textile Art
- Women’s Work: A Century of Maine’s Experience
- Swedish Traveling Trunk
- Maine Lumber Woods: Woodsmen Tell Their Stories

WHERE IS IT?

Libraries can access the resource at https://umaine.edu/folklife/what-we-do/exhibits/traveling-exhibits/
FOR MORE INFORMATION

Katrina Wynn
katrina.wynn@maine.edu
PRESENT AT STATEHOOD: MAINE'S 200-YEAR OLD BUILT HERITAGE

WHAT IS IT?

To commemorate Maine’s bicentennial, this rotating exhibit will highlight historic properties that are listed in the National Register of Historic Places and that were in existence when statehood was attained in 1820. A different property will be featured each weekday during the bicentennial year. The photographs and most of the narratives were written by Amanda Taylor, John Taylor, Erin Ware, and Kate Willis, of Kleinfelder. Additional narratives were prepared by Alexander Berardo. This project was funded through a grant from the Maine Bicentennial Commission.

WHERE IS IT?

Libraries can access the resource at https://www.maine.gov/mhpc/

FOR MORE INFORMATION

Kirk F. Mohney
kirk.mohney@maine.gov
287-3811
BICENTENNIAL EDUCATION:
RESOURCES FOR TEACHERS AND STUDENTS

WHAT IS IT?

This website supports Maine's PK-adult educators in sharing ideas and best practices for creating engaging and effective lessons to commemorate Maine’s Bicentennial. The lesson plans and tools available provide teachers and students with diverse subject matters for each Social Studies strand, and promote critical thinking as students interact with primary documents, oral histories, and the treaties, choices, industries, and influential people who populate Maine’s storied past. The lesson plans include curated online image slideshows from the collections within Maine Memory Network to facilitate teaching and learning.

The lesson plans and tools on this website are designed to support the work of teachers and students in all parts of Maine.

WHERE IS IT?

Libraries can access the resource at https://www.mainememory.net/bicentennial/education.shtml.
FOR MORE INFORMATION

Brittnay Cook
bcook@mainehistory.org
207.774.1822
**BICENTENNIAL PRIMARY SOURCE PACKETS FOR TEACHERS AND STUDENTS**

**WHAT IS IT?**

Themed packets of artifacts, documents, and images from the collections of the Maine State Museum, Maine State Archives, and Maine State Library.

Bicentennial Materials Coming March 2020. This website offers teacher materials and resources for Maine K-12 and homeschool educators. Depending on the topic, materials are catered to different grade levels. They range from full lesson plans to suggested activities. Check back to find more topics, as we add content to supplement our ongoing museum exhibits and programming.

**WHERE IS IT?**

Libraries can access the resource at https://mainestatemuseum.org/learn/lessons_resources/
FOR MORE INFORMATION

Kate Webber
kate.webber@maine.gov
OTHER ORGANIZATIONS

Maine200 Bicentennial Commission

Maine200
323 State St.
Augusta, ME 04330
info@maine200.org
https://www.maine200.org/

Maine State Cultural Affairs Council

Participating Organizations

Maine State Archives
230 State Street
Augusta, ME 04333
207.287.5790
https://www.main.gov/sos/arc/bicentennialmsa.html

Maine State Library
230 State Street
Augusta, ME 04333
207.287.5600
https://www.main.gov/msl/

Maine State Museum
230 State Street
Augusta, ME 04333
207.287.2301
https://mainestatemuseum.org/

Maine Arts Commission
193 State Street, 25 State House Station
Augusta, ME 04333
207.287.2724
https://mainearts.maine.gov/

Maine Historic Preservation Commission
55 Capitol Street, 65 State House Station
Augusta, ME 04333
207.287.2132
https://www.main.gov/mhpc/

Maine Historical Society
489 Congress Street
Portland, ME 04101
207.774.1822
https://www.mainememory.net/bicentennial

Maine Humanities Council
674 Brighton Avenue
Portland, ME 04001
207.773.5051
https://mainehumanities.org/how-should-life-be/
**OTHER ORGANIZATIONS**

**Abbe Museum**
PO Box 286
Bar Harbor, ME 04609
207.288.3519
info@abbemuseum.org
https://www.abbemuseum.org/

**Abyssinian Restoration Project**
PO Box 11064
75 Newbury St.
Portland, ME 04104
info@abyme.org
http://www.abyme.org/

**Aroostook Band of Micmacs**
Micmac Cultural, Community, And Educational Center
7 Northern Road
Presque Isle, Maine
207.764.1972
http://www.micmac-nsn.gov/

**Brick Store Museum**
117 Main Street
Kennebunk, ME 04043
207.985.4802
info@brickstoremuseum.org
http://www.brickstoremuseum.org/

**Franco American Programs**
University of Maine
110 Crossland Hall
Orono, ME 04469
207.581.3789
lisam@maine.edu
https://umaine.edu/francoamerican/centre/

**Gendron Franco Center**
46 Cedar Street
Lewiston, ME 04240
207.783.1585
http://www.francocenter.org/

**Holocaust and Human Rights Center of Maine**
Michael Klahr Center
University of Maine at Augusta
46 university Drive
Augusta, ME 04330
207.621.3530
infohhrc@maine.edu
https://hhrcmaine.org/

**Houlton Band of Maliseets**
88 Bell Road
Littleton, ME 04730
207.532.2660
http://www.maliseets.com/index.htm

**I’m Your Neighbor Books c/o**
Greater Portland Immigrant Welcome Center
24 Preble St
3rd Floor
Portland, ME 04101
207.613.1619
info@imyourneighborbooks.org
https://www.imyourneighborbooks.org/
OTHER ORGANIZATIONS

Jewish Community Alliance of Southern Maine
1342 Congress Street
Portland, ME 04102
207.772.1959
jca@mainejewish.org
www.mainejewish.org

L.C. Bates Museum
PO Box 159
16 Prescott Drive
Hinkley, ME 04944
207.238.400
info@gwh.org
https://www.gwh.org/lcbates

Maine Granite Industry Historical Society and Museum
62 Beech Hill Cross Road
Mount Desert, ME 04660
207.244.7299
mainegraniteindustry@gmail.com
https://www.mainegraniteindustry.org/

Maine Irish Heritage Center
Corner of Gray and State Streets
PO Box 7588
Portland, ME 04112
207.780.0118
maineirish@maineirish.com
https://maineirish.com/

Maine Jewish Museum
267 Congress Street
South Portland, ME 04101
207.773.2339
execd@mainejewishmuseum.org
https://mainejewishmuseum.org/

Margaret Chase Smith Library & Museum
56 Norridgewock Avenue
Skowhegan, ME 04976
207.474.7133
http://www.mcslibrary.org/

Musée Culturel Du Mont-Carmel
PO Box 150
Lille, ME 04746
207.895.3339
info@museeculturel.org
http://www.museeculturel.org/

Museum L-A
35 Canal Street
Lewiston, ME 04240
207.333.3881
info@museumla.org
https://www.museumla.org/

Northeast Historic Film
PO Box 900
85 Main Street
Bucksport, ME 04416
207.469.0924
nhf@oldfilm.org
https://www.oldfilm.org/
OTHER ORGANIZATIONS

Seashore Trolley Museum
195 Log Cabin Rd.
Kennebunkport, ME 04046
207.967.2800
https://trolleymuseum.org/

Washburn Norlands Living History Center
290 Norlands Road
Livermore, ME 04253
207.897.4366
norlands@norlands.org
https://norlands.org/index.html

Osher Map Library
Smith Center for Cartographic Education
University of Southern Maine
PO Box 9300
Portland, ME 04104
207.780.4850
oml-usm@maine.edu
https://oshermaps.org/

Passamaquoddy Tribe at Indian Township
8 Kennebasis Road
Indian Township, ME 04668
207.796.2301
https://www.passamaquoddy.com/

Passamaquoddy Tribe at Sipayik
9 Sakom Road
Perry, ME 04667
207.853.2600
http://www.wabanaki.com/

Penobscot Nation
Cultural & Historic Preservation Museum
12 Down Street
Indian Island, ME 04468
207.827.4153
museum@penobscotnation.org
https://www.penobscotnation.org/departments/cultural-historic-preservation
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Tell us what you think of this toolkit!
https://www.surveymonkey.com/r/ME200Toolkit