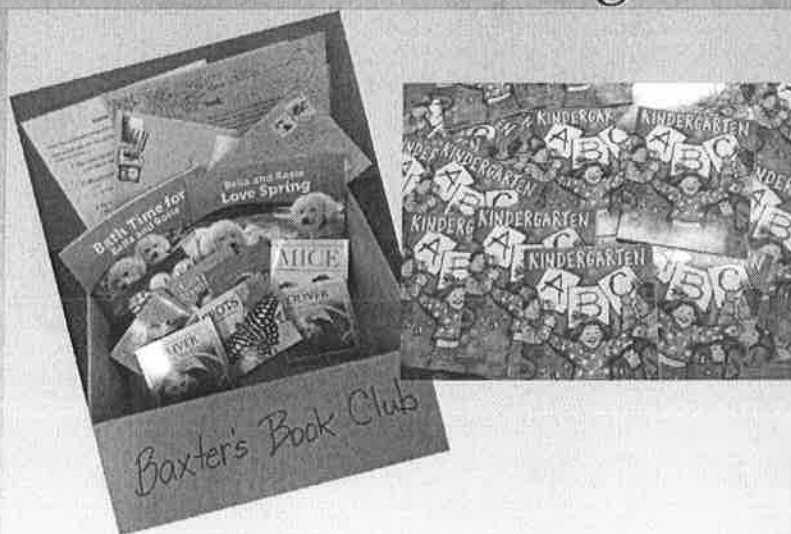
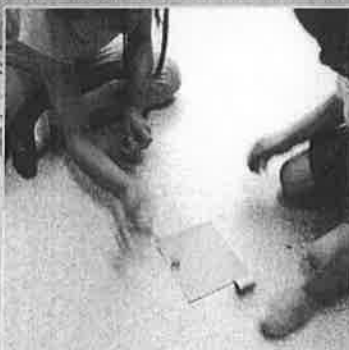




Spring 2016 Grant Recipients

Summer Reading & Welcome to Kindergarten

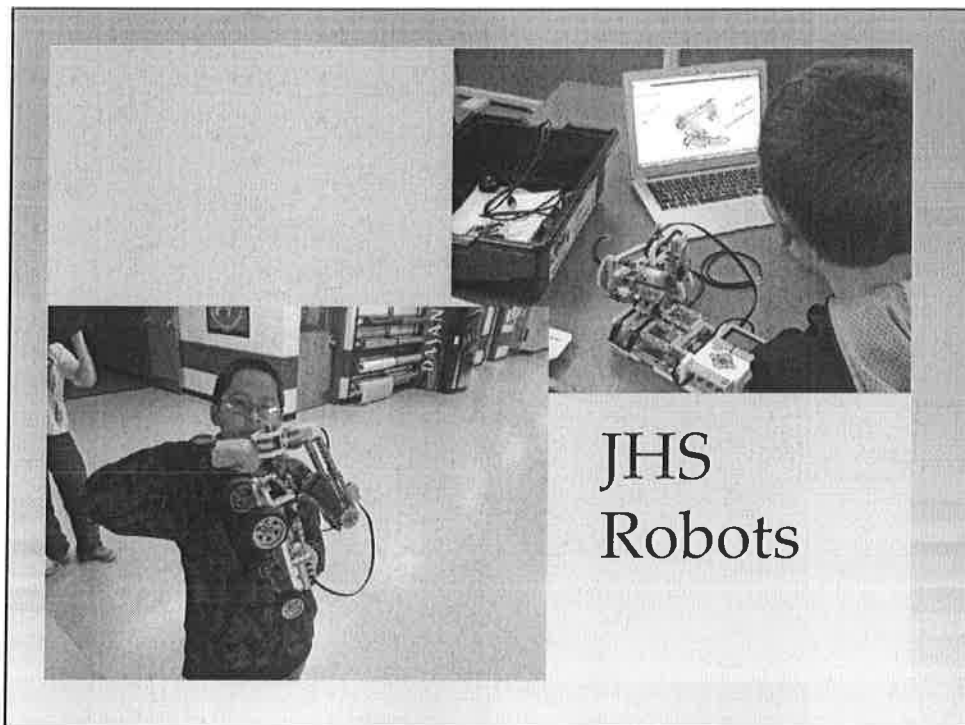
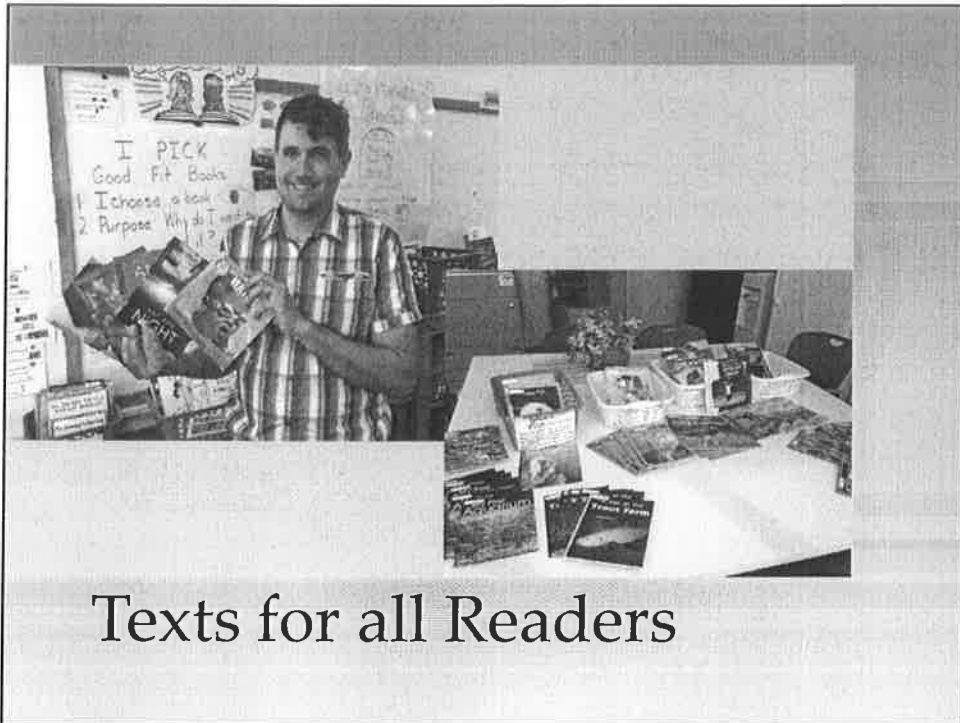




Learning in Motion



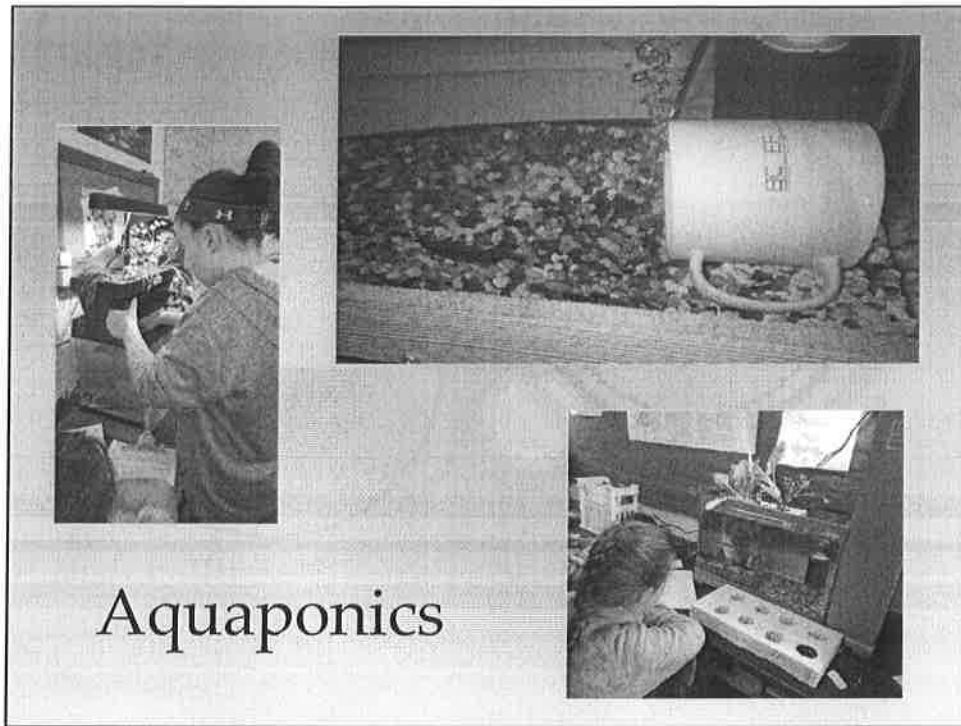
Stability Balls



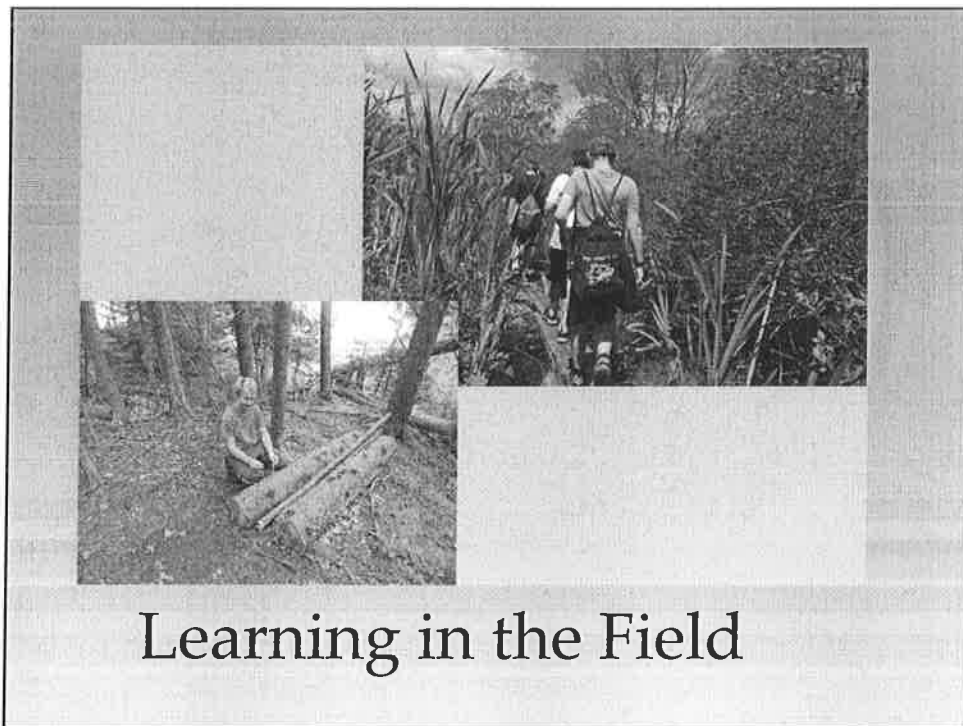
Think Fun! Games to Foster Perseverance



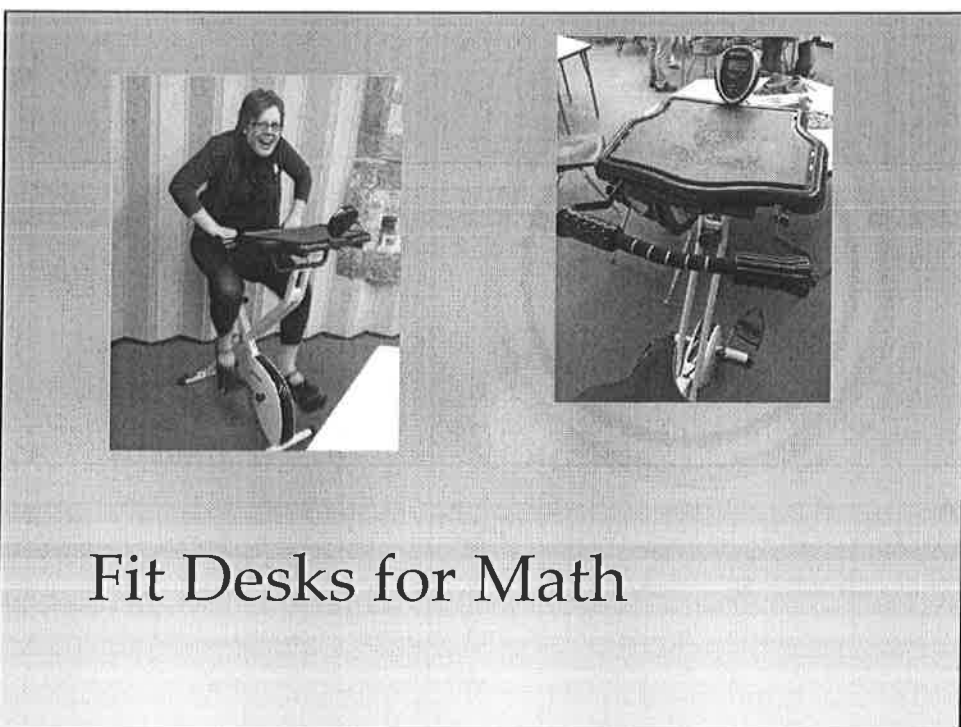
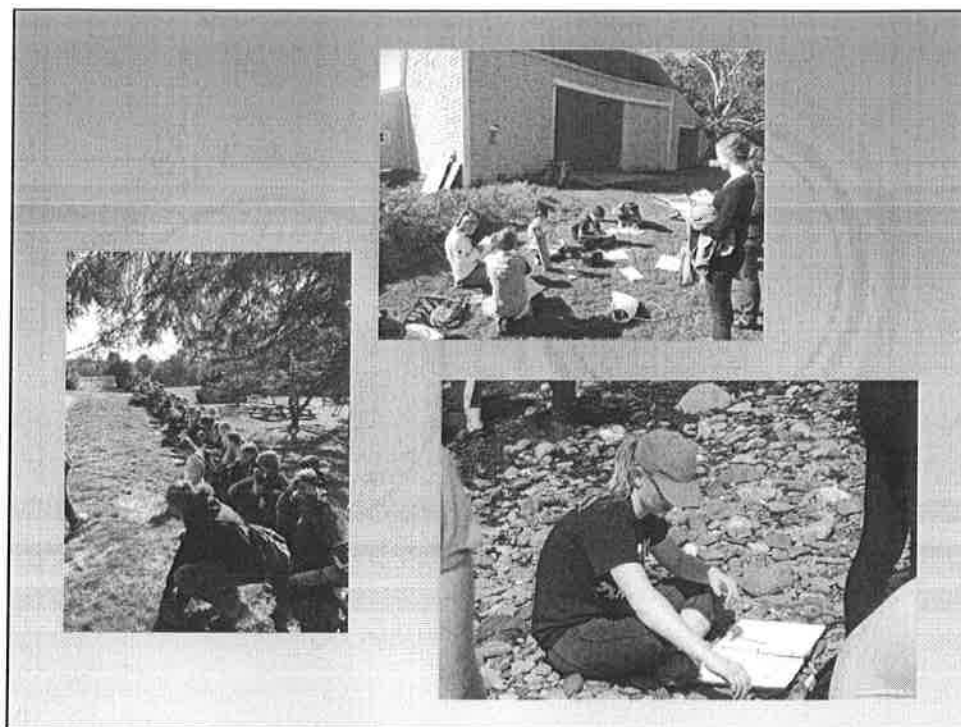
Visiting Birds



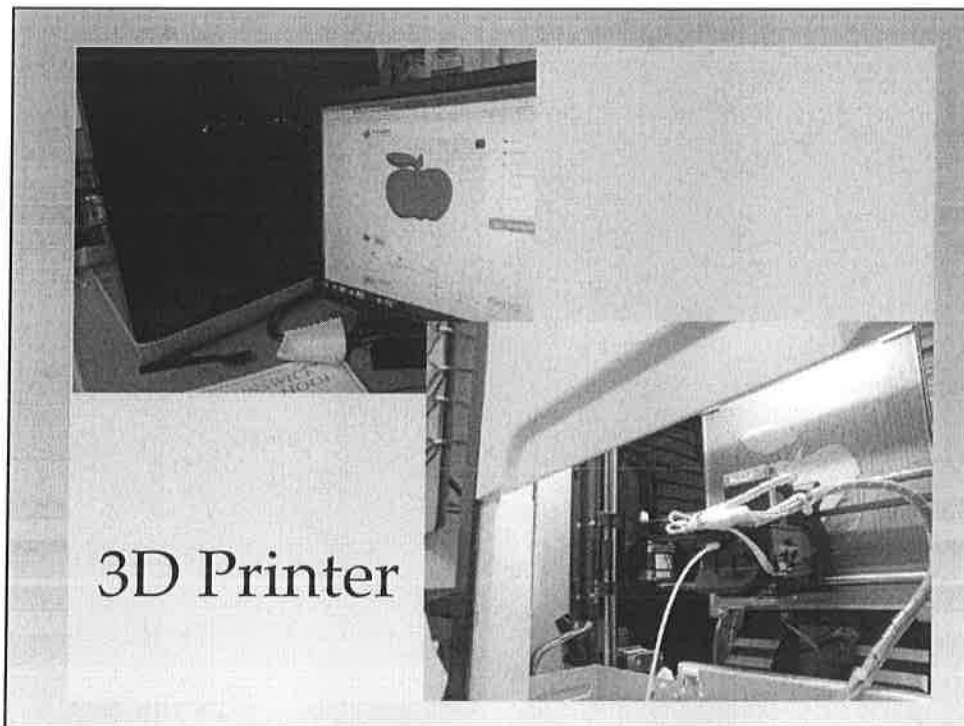
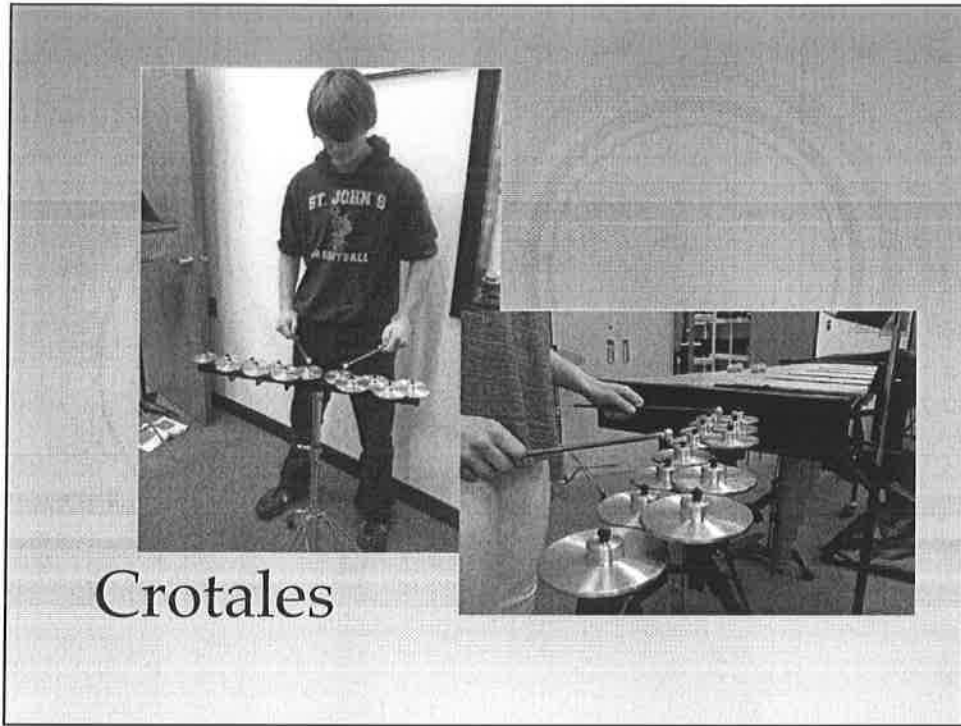
Aquaponics

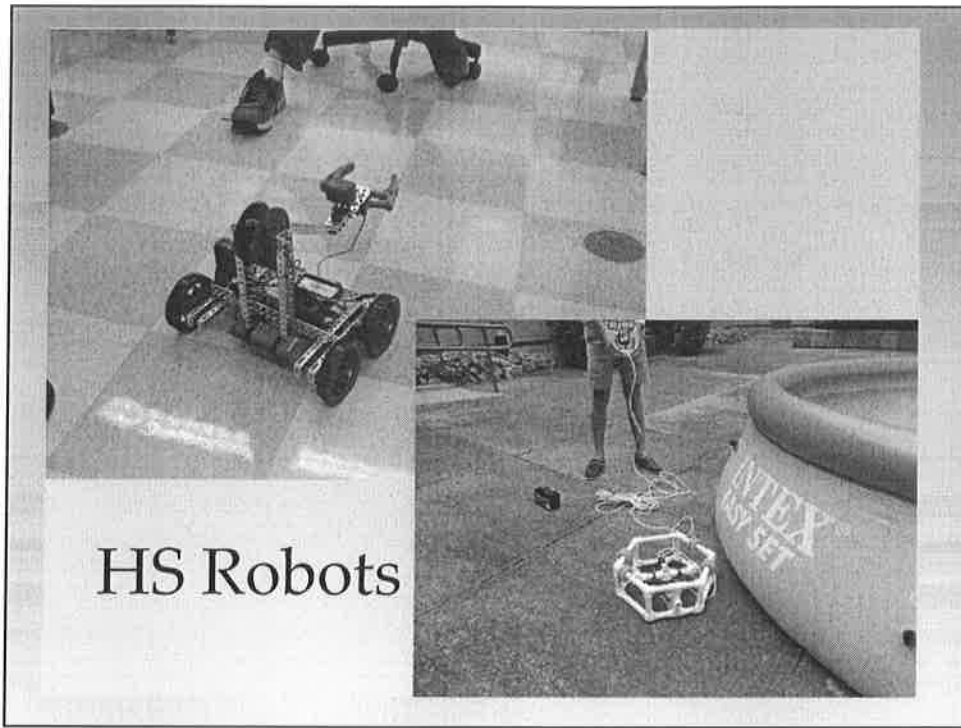


Learning in the Field



Fit Desks for Math





HS Robots



Harriet Beecher Stowe Elementary School

Our school is looking at how to organize our school community to strengthen connections among students, families, and teachers to yield optimal results for students socially, emotionally, and academically. We are asking for your feedback and ideas about what we are doing well, and what we can strengthen.

SCHOOL COMMUNITY SURVEY

I AM A:

- Parent
- Staff Member
- Community Member

I HAVE A CHILD IN

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- BJHS
- Coffin
- N/A

Question 1

TO WHAT EXTENT DOES YOUR CHILD ENJOY GOING TO HBS:

- A tremendous amount
- Quite a bit
- A little bit
- Not at all
- Not Applicable

PLEASE CHOOSE THE RESPONSE THAT YOU BELIEVE BEST REPRESENTS HBS

Question 2

- Students feel they are an essential part of the HBS school community.
- Students feel they have a sense of belonging within the HBS school community.
- Students feel a limited sense of community at HBS.
- Students feel no sense of community at HBS.

Question 3

- Students speak about the HBS school community in proud, positive terms.
- Students speak about the HBS school community in mixed terms.
- Students speak about the school community HBS in neutral terms.
- Students speak about the HBS school community negatively.

Question 4

- Students have a connection with many other students at HBS.
- Students have a connection with some other students at HBS.
- Students have a connection with a few other students at HBS.
- Students have no connection with other students at HBS.

Question 5

- Students have a connection with many adults at HBS.
- Students have a connection with some adults at HBS.
- Students have a connection with a few adults at HBS.
- Students have no connection with the adults at HBS.

Question 6

- HBS is always a welcoming environment for parents and community members.
- HBS is often a welcoming environment for parents and community members.
- HBS is occasionally a welcoming environment for parents and community members.
- HBS is rarely a welcoming environment for parents and community members.

COMMENTS

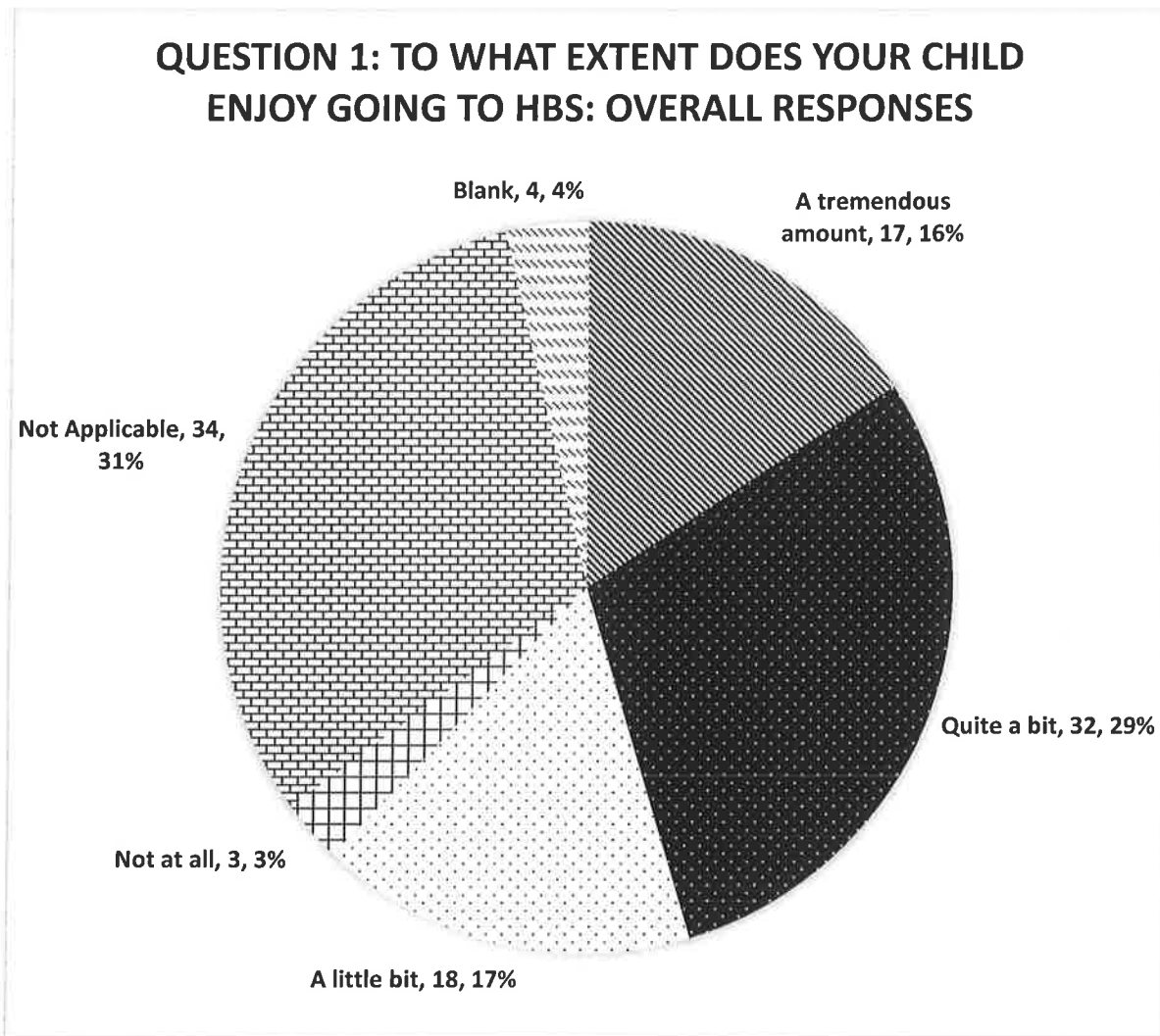
1. Please share what HBS does well to make connections among students, families, and teachers within the HBS school community.

2. Please share your ideas of how HBS can strengthen connections among students, families, and teachers within the HBS school community.

Harriet Beecher Stowe School
 School Community Survey Results
 November 9 – 30, 2015

Question 1: To what extent does your child enjoy going to HBS:

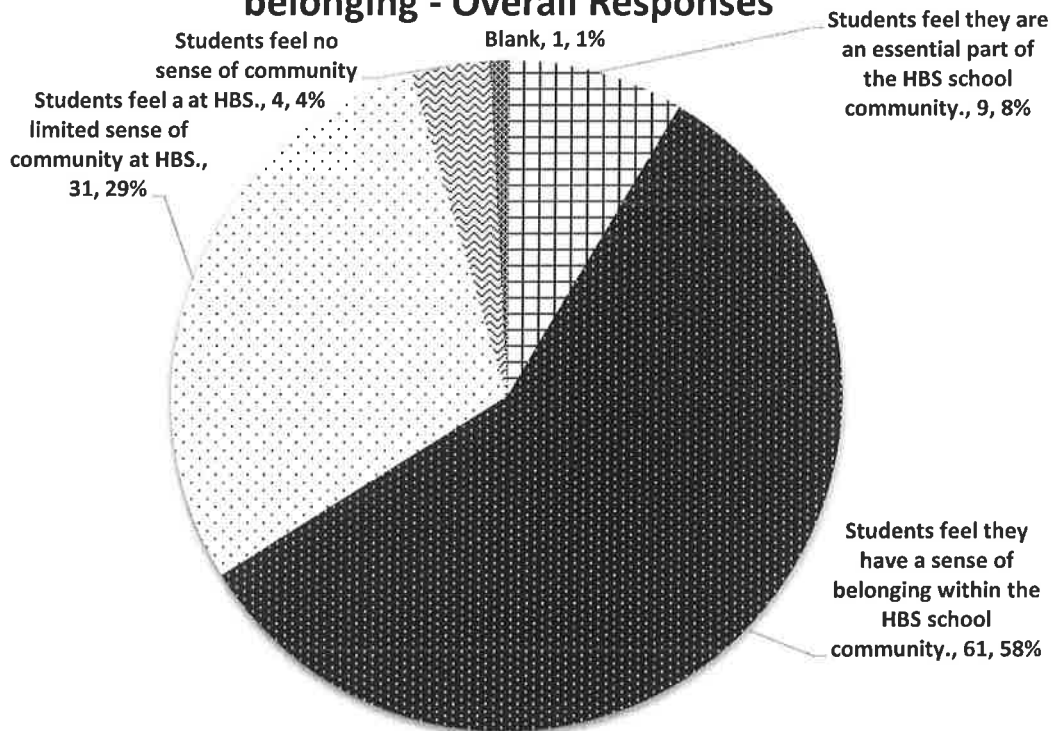
	Overall Responses	Parents Responses	Staff Responses	Community Responses
A tremendous amount	17	16	0	0
Quite a bit	32	32	0	0
A little bit	18	16	0	2
Not at all	3	2	0	1
Not Applicable	34	4	30	2
Blank	4	1	0	0



Question 2

	Overall Responses	Parent Responses	Staff Responses	Community Responses
Students feel they are an essential part of the HBS school community.	9	5	3	1
Students feel they have a sense of belonging within the HBS school community.	61	39	21	1
Students feel a limited sense of community at HBS.	31	24	5	2
Students feel no sense of community at HBS.	4	3	0	1
Blank	1	0	1	0

Question 2: Students feel they have a sense of belonging - Overall Responses

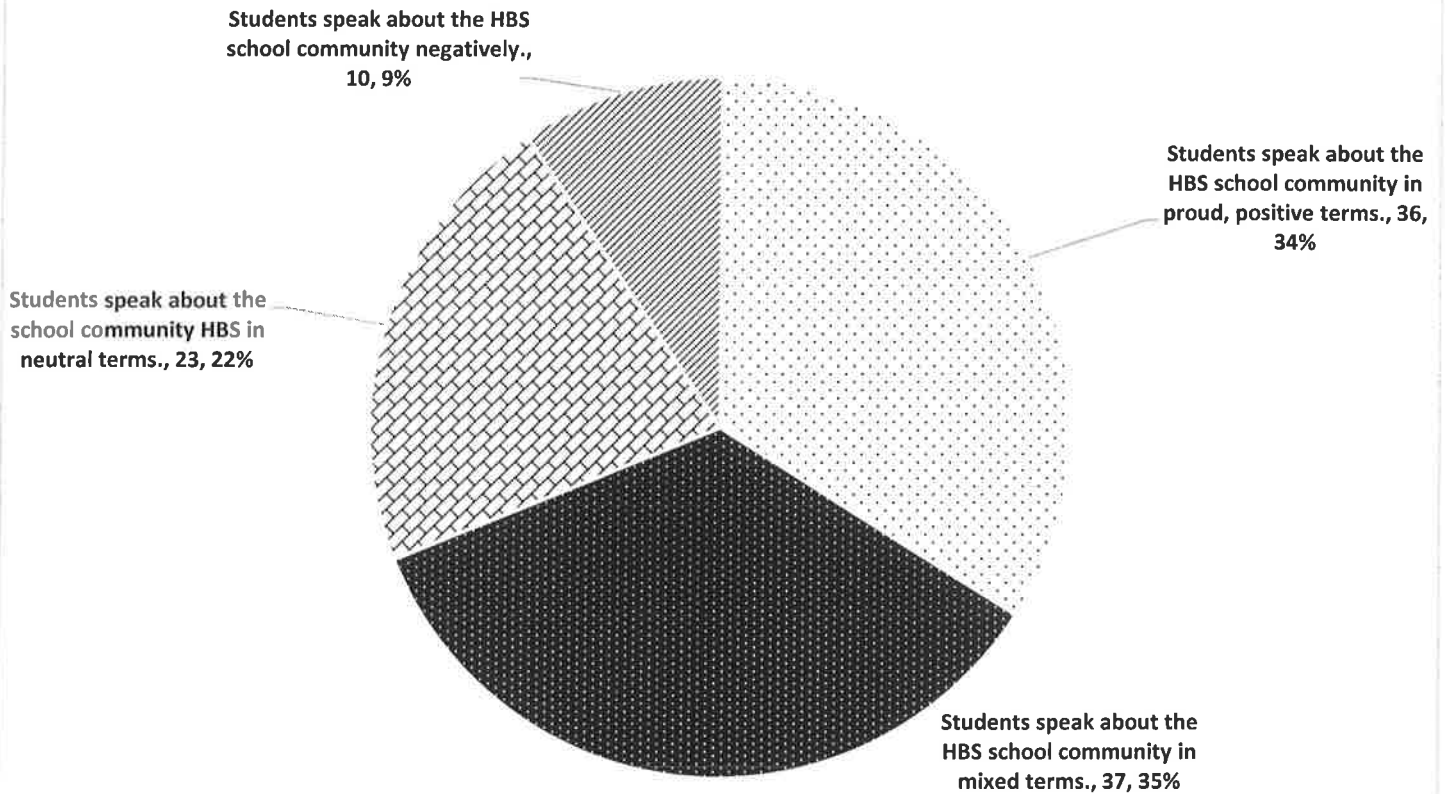


- ⊥ Students feel they are an essential part of the HBS school community.
- Students feel they have a sense of belonging within the HBS school community.
- Students feel a limited sense of community at HBS.
- ⊗ Students feel no sense of community at HBS.
- Blank

Question 3

	Overall Responses	Parent Responses	Staff Responses	Community Responses
Students speak about the HBS school community in proud, positive terms.	36	25	10	1
Students speak about the HBS school community in mixed terms.	37	20	16	1
Students speak about the school community HBS in neutral terms.	23	18	4	1
Students speak about the HBS school community negatively.	10	8	0	2

Question 3: Students speak about the HBS Community - Overall Responses

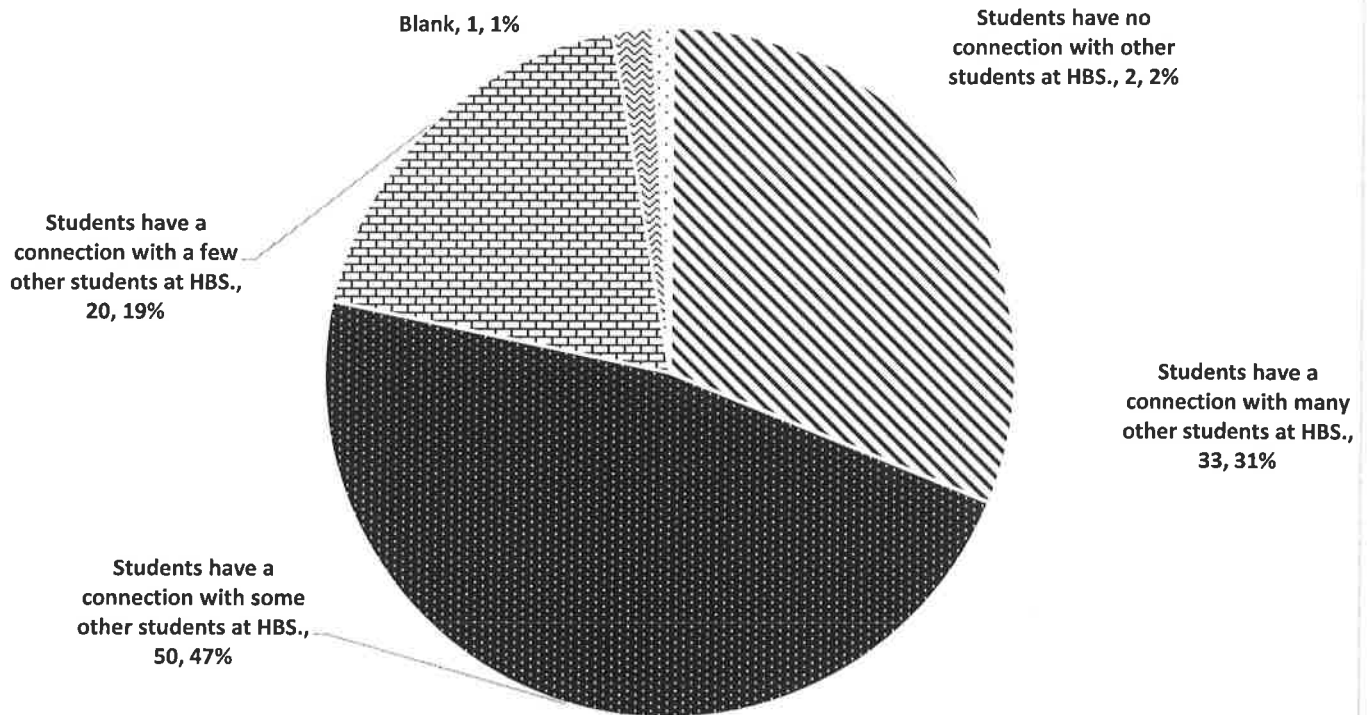


- Students speak about the HBS school community in proud, positive terms.
- ▣ Students speak about the HBS school community in mixed terms.
- ▤ Students speak about the school community HBS in neutral terms.
- ▥ Students speak about the HBS school community negatively.

Question 4

	Overall Responses	Parent Responses	Staff Responses	Community or Blank Responses
Students have a connection with many other students at HBS.	33	20	12	1
Students have a connection with some other students at HBS.	50	35	13	2
Students have a connection with a few other students at HBS.	20	15	5	0
Students have no connection with other students at HBS.	2	0	0	2
Blank	1	1	0	0

Question 4: Students have a connection with other students at HBS - Overall Responses

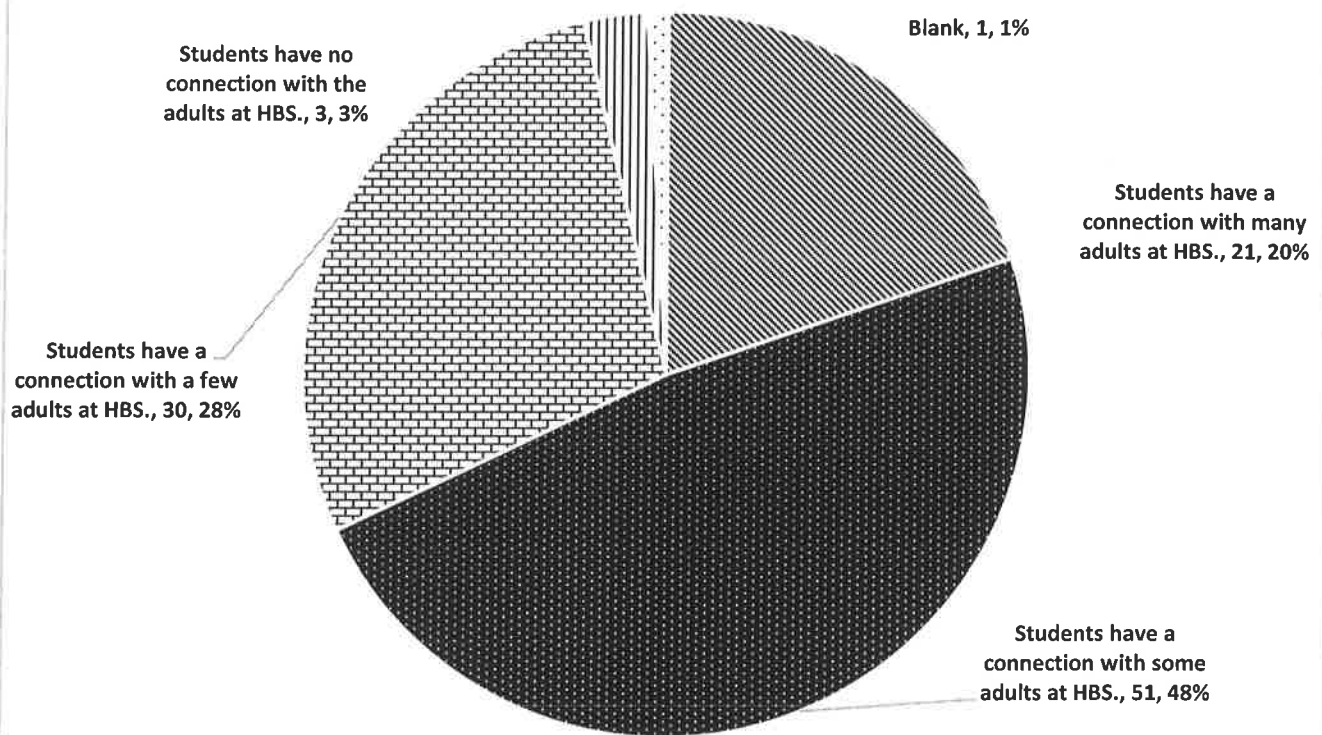


- ▣ Students have a connection with many other students at HBS.
- ▣ Students have a connection with some other students at HBS.
- ▣ Students have a connection with a few other students at HBS.
- ▣ Students have no connection with other students at HBS.
- Blank

Question 5

	Overall Responses	Parent Responses	Staff Responses	Community Responses
Students have a connection with many adults at HBS.	21	9	11	1
Students have a connection with some adults at HBS.	51	33	16	2
Students have a connection with a few adults at HBS.	30	27	3	0
Students have no connection with the adults at HBS.	3	1	0	2
Blank	1	1	0	0

Question 5: Students have a connection with other adults at HBS - Overall Responses

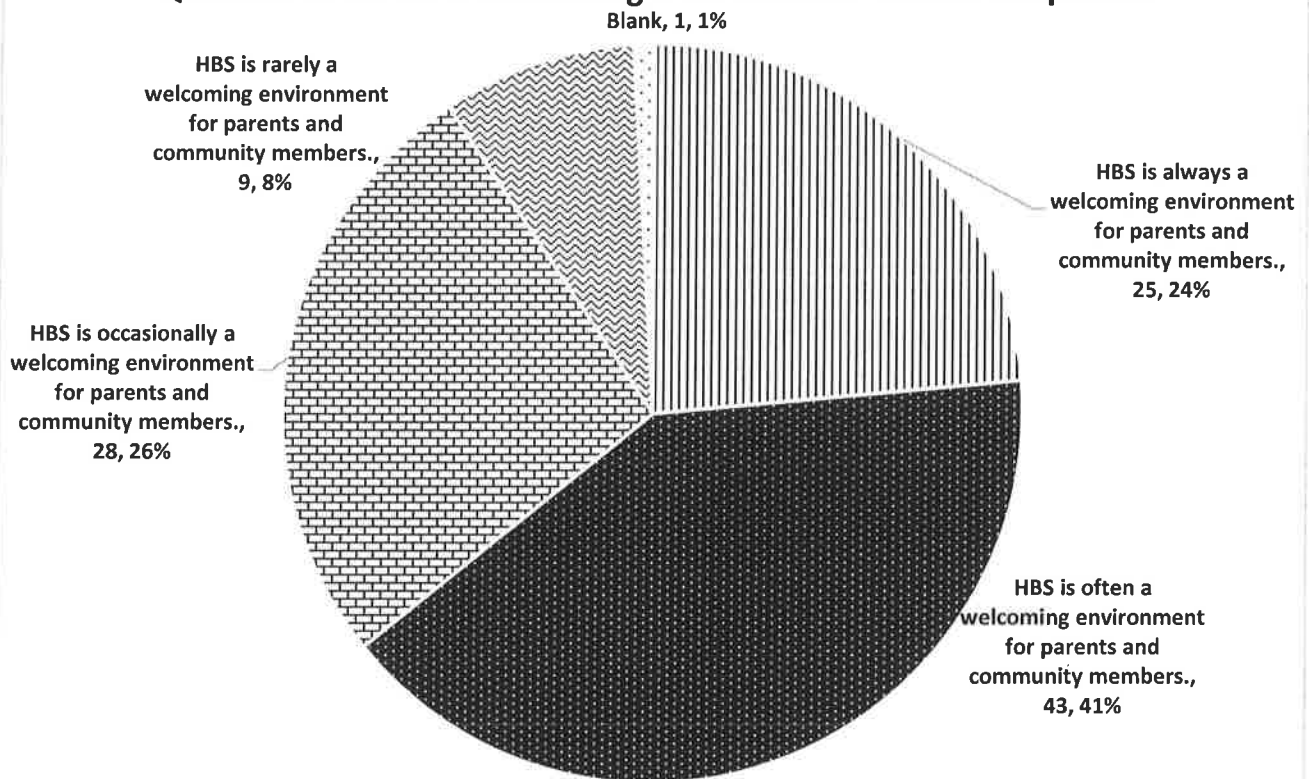


- ⌘ Students have a connection with many adults at HBS. ■ Students have a connection with some adults at HBS.
- ⌘ Students have a connection with a few adults at HBS. ▨ Students have no connection with the adults at HBS.
- Blank

Question 6

	Overall Responses	Parent Responses	Staff Responses	Community Responses
HBS is always a welcoming environment for parents and community members.	25	14	10	1
HBS is often a welcoming environment for parents and community members.	43	27	15	1
HBS is occasionally a welcoming environment for parents and community members.	28	22	5	1
HBS is rarely a welcoming environment for parents and community members.	9	7	0	2
Blank	1	1	0	0

Question 6: Is HBS a welcoming environment- Overall Responses



- HBS is always a welcoming environment for parents and community members.
- HBS is often a welcoming environment for parents and community members.
- HBS is occasionally a welcoming environment for parents and community members.
- ▴ HBS is rarely a welcoming environment for parents and community members.
- Blank

Configuration Literature and Research Review
Completed by Carolyn Foley
January 2016

A review of research and literature was conducted as part of the data collection process for Harriet Beecher Stowe Elementary School's Community Configuration Initiative. Reported here is a synopsis of the findings as they relate to 'what is best for students'. This review does not directly make any recommendations, but the findings are intended to be part of the discussion to determine the most appropriate configuration for the 2016/2017 school year.

Commonalities in findings exist between research articles. Therefore, for brevity and efficiency, the findings themselves will be addressed here rather than a review of the articles individually.

Community Configuration: Literature and Research Review

School-Within-A-School

An initial review of the School-Within-A-School model provided information related to the high school and middle school levels. Almost no information was provided for this model at the elementary level. By definition, a school-within-a-school is a separate and autonomous unit formally authorized by the board of education and/or superintendent. It plans and runs its own program, has its own staff and students, and receives its own separate budget. This model can be an effective and affordable way to capture the benefit of smaller-scale schooling within larger school buildings. This model has the potential to contribute to a greater sense of student well-being, a sense of student community, and higher student achievement and educational attainment. It especially demonstrates benefits for disadvantaged students. (Examples of additional school-within-a-school type models include: top-level central office support, superintendent-mandated schools-within-schools, small schools to counter charter schools, district-initiated schools-within-schools, school board adoption with minimal support, principal-inspired schools-within-schools, and grassroots-initiated.) The term 'school-within-a-school' is sometimes used to describe a less formal way of providing smaller groupings of students within

a single school setting. Other terms used are “house plan”, “vertical housing” and “little school”. One model reviewed included four core classes (language arts, mathematics, social studies and science), five teachers, plus a counselor that acts as a team leader and a resource room teacher. This team-led cohort was in charge of the program. One period of each school day was a common meeting time for all five teachers to plan methods and to discuss individual students. Positive behavior modifications, flexible scheduling and individualized instruction were used whenever possible.

Small School Size

Research is able to provide clear information as it relates to small school sizes. On average, it indicates that an effective size for an elementary school is in the range of 300-400 students. One study indicated that the upper limit for elementary schools is 350. Student achievement in small schools is at least equal, and often superior, to student achievement in large schools. Student attitudes toward school in general and toward particular subjects are better in small schools compared to large ones, and there are lower incidences of negative social behavior than do large schools. Students in small schools have higher attendance rates than those in large schools. Small-school students tend to take more of the responsibility for their own learning, learning activities are more likely to be individualized, classes are typically smaller, and scheduling is much more flexible. The effects of school size on achievement, attitude and behaviors have more positive effects on minority and low income students. Small elementary schools, where enrollment is less than 350 students, have consistently more positive reports on most measures of school leadership, parental involvement, and professional community and orientation.

In this size setting, it is easier to maintain personal interaction and informal exchange between participants. Compared to large schools, smaller schools cultivate better teacher and administrator attitudes toward their work and increase staff collaboration. A survey of elementary school teachers in Chicago found that communications between teachers and administrators were better in small schools.

Smaller school size directly impacts instruction. It allows more readily for grouping and instructional strategies associated with higher student performance. Researchers find that teachers are more likely to form teaching teams, integrate their subject-matter content, employ multiage grouping and cooperative learning, and use performance assessments. Overall, it was found that school size is the most significant characteristic of improving schools.

Class Size

The Community Configuration Initiative is currently focusing on how to best create smaller learning communities within the larger school setting. There is no current need to address class size. However, there is some correlation in the research on class size and school size and is therefore included here for consideration.

Compelling evidence exists that smaller classes help in the early grades. A Tennessee 4-year study (Project STAR) clearly demonstrated that smaller classes produce substantial improvement in early learning and cognitive studies. On average, smaller class size was 20 students in grades K-3, and 25 in grades 4-5. Children who were originally enrolled in smaller classes continued to perform better than their grade-mates (whose school experience had begun in larger classes) when they were returned to regular-sized classes in later grades. It is remarkable that the intervention of reducing class size in the early grades, unlike many other early interventions, has effects that endure for at least 5 years after the intervention. Moreover, the analyses provide at least some support for the idea that small classes are an intervention that can simultaneously raise achievement for all students as well as reduce inequality. Taking a long-range view, for all students combined, 4 years in a small class in K-3 were associated with a significant increase in the likelihood of graduating from high school. The odds of graduating after having attended small classes for 4 years were increased by about 80%.

Research provides evidence that all types of students benefited from being in small classes, and that high-achieving students may have benefited even more. The same results suggest that there is no evidence that manipulating class size can reduce the achievement gap between low and higher achieving students. Considering diversity, findings suggest that smaller class sizes in

the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities.

Resources

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Howley, Craig; Strange, Marty, & Bicket, Robert (2000, December). *Research About School Size and School Performance in Impoverished Communities*. Retrieved from ERIC database. (ED448968)

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McComb, Jan (2000, March). *Small Schools*. (State of Oregon Legislative Policy, Research and Committee Services Issue Brief)

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Robelen, Erik W. (2007). *Schools-Within-Schools Model Seen Yielding Trade-Offs*. Retrieved from www.edweek.org/ew/articles/2007/09/04small.h27.html.

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Staff Meeting
February 10, 2016
Table Talk Feedback

Expressed Need: Making a larger community feel small	Benefits	Drawbacks	Special Considerations
<p>Big Idea: Grade level of <i>students</i> divided into two cohorts. <i>Students</i> move to the next grade level as a cohort. <i>Teachers</i> remain as a horizontal team.</p> <ul style="list-style-type: none"> ✓ Easier to consult with Special Education and general education ✓ Differentiation within four groups easier ✓ Fewer teachers to contact ✓ Equity ✓ Teachers stay as a grade level team ✓ Flexibility to the ability to match learning style with teacher ✓ Reduces parent anxiety about placement ✓ Reduces child anxiety about not knowing peers ✓ Kids know each other well ✓ Reduce number of teachers to communicate about students ✓ RTI – no big changes for them; still effective ✓ Less previous year's teachers to make contact with ✓ Likelihood that students will have peers in class they know ✓ More problem-solve kid issues with smaller cohort ✓ Cross grade level enrichment ✓ Kids have opportunity for peer interaction with ability to share learning and from group share/inquiry 	<ul style="list-style-type: none"> ✓ Opportunity to get to know others is limited ✓ Some kids never get to meet other great kids ✓ Less knowledge of group of students as team of teachers ✓ Kids get stuck with difficult peers for long time ✓ Observed student complaints about having same kids ✓ Reduce possible friendships ✓ Less opportunities to make new friends ✓ Not so many ways to separate children ✓ Kids get too close drama; drama issues ✓ A lot of organizational work for not that much benefit (other than kids knowing each other better) ✓ Kids too familiar with each other/less branching out ✓ Parents will request certain cohort/group/etc. ✓ For our 3 person team it would only work if we had students from the same cohort? 	<ul style="list-style-type: none"> ✓ Can we still separate students with issues? ✓ Inequalities in cohorts, teams, etc.? ✓ All teachers involved in groupings, not totally data driven ✓ Take into consideration the previous year's teacher when sorting ✓ Scheduling: literacy, math, same time? Different time? ✓ What is the benefit? Sound similar to what we have now ✓ Would special educators stay with cohorts? ✓ Scheduling consideration for extra activities ✓ Will all Social Foundations students be in one cohort? ✓ What does research say about the optimal size of an elementary school? ✓ Optimal meaning best for students and learning (Carolyn Foley answered this 😊) ✓ Goal of this? Satisfying the public? What is it really going to look like? 	

HBS Cross Grade Level Opportunities
Staff Inventory
March 23, 2016

Grade 2

Already Doing:

- Whole-team instruction in all HBS common areas at start of year
- Plan and reflect together every Monday (lunch)
- Whole-team open house prior to day #1 of school
- Choice educational opportunities and experiences for our 2nd graders (intermixing students by interest/choice in social studies & science)
- Book/literacy buddies (cross-grade)
- 100th Day celebration (movement across 2nd grade classrooms – Math)
- Readers Theater
- “Poem in a Pocket” Day – read & recite rehearsed poetry in Community Room
For all 2nd graders
- Wrote & accepted team grant
- Partner Teaching (2 second grade teachers as well as with Rick Wilson co-teach lessons intermittently)
- AAE “Wind Over Wings”, CREA, MSMT, Maine Wildlife park (as a whole grade level), Crystal Springs Farm
- Correspondence/Invitations/Meetings with Primary Den teachers at Coffin School

New Ideas:

- Math Buddies (w/math games)
- Being invited and encouraged to attend/celebrate all grade level concerts, performances, and student-led instructional activities
- Peer mentoring (upper-grade students put into instructional roles, as well as mentoring supportive roles).

Grade 3

Already Doing:

- Combined classrooms to practice math skills
- Literacy/Math “team” and some social studies/science_
- Writing celebrations with other classes
- Reader’s Theater
- With other grade levels
 - Book Buddies
 - Writing celebrations
 - Power point buddies

New Ideas:

- Science concept rotation-(energy)
- Math Enrichment rotations weekly
- Peers teaching peers-computer skills

Grade 4

Already Doing

- Cross Grade
 - Book Buddies with Grade 2 (3-4 classes)
 - Computer Activities (1 class)
 - Attend events/presentations (example Grade 5 market place)

- Within Grade
 - Invention Fair (some classes go to watch other classes)
 - Biomes presentation (same as above)
 - Share math students (4 classes)
 - Teacher presentations (during early release days)

New Ideas:

- Cross Grade
 - Lunch recess
- Within Grade
 - Teaming and sharing content specialization (mix up classes?)
 - Content day (like Grade 2)
 - Biomes
 - Simple Machines
 - Field Trips
 - Big 4th grade event
 - Math Extravaganza (like at JA) (Pi Day?)
 - Problem solving
 - Points/prizes
 - Free seats at lunch – Friday?
 - Free pass to sit where you want?

Grade 5

Already Doing:

- Book buddies – bi-weekly or special times
- Market Day – 5th & 4th (add 3rd grade)
- Civil War Reenactment– whole school
- Tea Debates
- Presentations
- Greene Patrol
- Insect Costumes/MHC Lesson
- Science Discovery night (Before/during)
- Three person team (All teach literacy, social studies, math, science)
- Math swaps
- Curriculum swaps

New Ideas:

- Colonial Day/unit
- Revolutionary War Stage show
- Unit Swap
- Curriculum (Science/Social Studies Buddies) Ex. with another grade
- Non-assigned seating for lunch
- Math without GT pullout & literacy
- Problem solving-inter class (end of unit)

Diversified Arts

Already Doing:

- Civil War
 - Music component
 - Stage performance
 - Centennial brass band
 - Student performers

P.E. Doing reenactment (taps)
 Rounders
 Library Pictures, slide show, photos
 Art Matthew Brady historical lecture
 Tin type frames to support Library photos
 Used High school photo art classes to take photos to then place in student created frames.
 Clay marbles
 Joshua Chamberlain portraits will also be displayed at Pejepscot Historical Society this summer.
 Grade 2 Art Eagles to explain symbolism

- Safe recess equipment use – review annually
- Second grade enter/welcome with Beecher Bob
- Flexible with our space
- Support with many varied “duties” as able
- School musical
 - Willy Wonka – clay chocolate bars, Oompa Loompas
- Library book study
- Jump rope for heart – jump rope team
- 5210 – Colors week (LINC)
- Bike/Walk to school
- Beecher Bob – mascot
 - Back to school
 - Bobcat 5K
 - Bobcat picture booth
- T-shirt logo contest artwork
- Food drive, stuff the truck turkey challenge
- PI day
- Pumpkins, Maine State Book Awards
- Dr. Seuss days, Maine Chickadee awards
- Fitness Friends – social behavior
- Recorder Karate
- Beginning band step up
- Holiday music concert in the lobby
- Happy Birthday Harriet Cake, band
- K-12 Curtis Library Art Show, hallway displays, Hawthorne School Art Show

New Ideas:

- P.E. - Request for new I-pads for heart rates, stations etc.
- Music – composition unit used with fourth grade
- Library – Science/technology maker
- Focus on SteAm not Stem
- Story Bird use web for a story walk
- Square 1 Art (all school) not every year
- Various Brunswick Community Educational Foundation awarded grants
- Continue submitting art education articles for publication

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR APRIL 2016**

School Year 2015-16

Revenues	Annual Budget	Revenues through 4/30/2016	Remaining Bal.	% Collected		
Unappropri. Fund Bal.	3,067,309.00	3,067,309.00	0.00	100.00%		
US Bond Proceeds	119,800.00	119,800.00	0.00	100.00%		
State Subsidy	9,826,081.00	8,531,302.48	1,294,778.52	86.82%		
Federal Subsidy	0.00	0.00	0.00	0.00%		
Local Share	23,256,665.00	23,256,665.00	0.00	100.00%		
Tuition	102,000.00	79,614.65	22,385.35	78.05%		
Misc.	93,000.00	41,024.63	51,975.37	44.11%		
Other	61,000.00	61,000.00	0.00	100.00%		
Total Revenue	36,525,855.00	35,156,715.76	1,369,139.24	96.25%		
Expenses By Warrant Number	Budget Approved 6/10/2015	Adjusted	Revised Budget	Expended Through 4/30/2016	Remaining Bal.	% Expended
1 Regular Instruction	15,676,015.92	3,375.22	15,679,391.14	10,301,297.99	5,378,093.15	65.70%
2 Spec. Ed. Instruction	4,927,034.94	714.42	4,927,749.36	3,360,535.94	1,567,213.42	68.20%
3 CTE	785,399.00	0.00	785,399.00	720,849.48	64,549.52	91.78%
4 Other Instruction	727,958.55	0.00	727,958.55	505,087.44	222,871.11	69.38%
5 Student & Staff Support	3,486,944.34	-4,089.64	3,482,854.70	2,553,639.14	929,215.56	73.32%
6 System Administration	903,920.00	0.00	903,920.00	714,393.61	189,526.39	79.03%
7 School Administration	1,484,214.50	0.00	1,484,214.50	1,180,307.04	303,907.46	79.52%
8 Transportation	1,892,811.74	0.00	1,892,811.74	1,548,740.93	344,070.81	81.82%
9 Operation & Maintenance	4,569,917.75	0.00	4,569,917.75	3,022,222.62	1,547,695.13	66.13%
10 Debt Service	1,889,239.26	0.00	1,889,239.26	1,889,239.26	0.00	100.00%
11 All Other	61,000.00	0.00	61,000.00	61,000.00	0.00	100.00%
12 Adult Education	121,399.00	0.00	121,399.00	108,306.00	13,093.00	89.21%
Total Budget	36,525,855.00	0.00	36,525,855.00	25,965,619.45	10,560,235.55	71.09%

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ The human need for love and connection creates families that provide basic needs. Families also share customs, traditions, and responsibilities. Family structures are diverse.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ Why do families exist? ▪ How and why are families different?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Families provide food, shelter, and care for one another with rules and responsibilities. ▪ Families have diverse-celebrations, customs and traditions ▪ Families are diverse and can change over time. ▪ Family members can live in different places ▪ Families need money to provide and receive goods and services required
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ family, rules, roles, customs, traditions, needs, shelter, celebrate, cousin, aunt, uncle, mother, father, step parent, grandmother, grandfather, responsibility, brother, sister, sibling, relatives, adoption, two-mom family, two-dad family, celebrations, goods, services, money
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify responsibilities of families and their members ▪ Identify family rules and roles ▪ Identify some family customs and traditions ▪ Identify immediate family members ▪ Explain how a family might change over time ▪ Compare differences between families
<p>Related Maine Learning Results</p>	<p>Social Studies</p> <p>A.1, Students identify and investigate research questions related to social studies by locating, organizing and sharing information.</p> <p>A.1b, Follow an established procedure for locating sources appropriate to reading level</p> <p>A.1d, Organize findings</p> <p>A.1e, Share information gathered using oral and visual examples</p> <p>B.2 Students understand the concepts of rights, duties, responsibilities, and participation.</p> <p>B 2a. Describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>C.1 Students understand the nature of economics as well as key foundation ideas</p> <p>C.1a, Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.</p>

	<p>C.1b, Describe how money is earned and managed in order to buy goods and services and save for the future</p> <p>E. 1 Students understand the nature of history as well as key foundation ideas.</p> <p>E.1b, Identify a few key figures and events from personal history and the history of the community,, Maine, and the United States , especially those associated with historically-based traditions</p> <p>E.1d, Apply terms such as “before” and “ after” in sequencing events.</p> <p>E.1e Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.</p> <p>E.2. Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.</p> <p>E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Draw a picture of your family and label the members ▪ Sing songs about families ▪ Make graphs about family attributes ▪ Read and discuss books about families ▪ Draw yourself doing a chore ▪ List responsibilities of family members ▪ Share photos, stories, memento from home
<p>Sample Classroom Assessments</p>	<ul style="list-style-type: none"> ▪ Create a family banner ▪ Share a family tradition ▪ List ways a family provides and cares for its members
<p>Sample Resources</p>	<p><u>Publications</u></p> <p><u>Families Picture book stories</u></p> <ul style="list-style-type: none"> ▪ <i>Black Is Brown Is Tan_</i> by Arnold Adoff (bi-racial family, poetic) ▪ <i>Daddy Christmas & Hanukkah Mama_</i> by Selina Alko (Different traditions, one loving family) ▪ <i>Big Bad Bunny</i> by Franny Billingsley (animals as people, mother’s love, spirited fun) ▪ <i>Take Time to Relax</i> by Nancy Carlson (Busy family enjoys a snow day.) ▪ <i>Full, Full, Full of Love _</i> by Trish Cook (family joys, African

- American)
- *What Shall We Do with the Boo-Hoo Baby?* By Cressida Cowell (for the very youngest, w/ animal sounds)
 - *Feast for Ten* by Cathryn Falwell (African American family shops for a special dinner.)
 - *Walk On! A Guide for Babies of All Ages* by Marla Frazee (fun)
 - *Julius the Baby of the World* by Kevin Henkes (humorous, learning to accept the new baby)
 - *Geraldine First* by Holly Keller (humorous, pesky little brother)
 - *All Kinds of Families!* By Mary Ann Hoberman (rhyming, objects and people grouped as families)
 - *That New Animal* by Ella Jenkins (new baby)
 - *Families, Families, Families!* by Suzanne Lang (animals as people, humorous illus., traditional and nontraditional)
 - *Molly's Family* by Nancy Garden (Two moms)
 - *A Baby Sister for Frances* by Russell Hoban (Classic reissued with color.)
 - *The Ultimate Guide to Grandmas and Grandpas* by Sally Lloyd-Jones (humorous, short, loving)
 - *Bittle* by Patricia MacLachlan (humorous, family pets learn to accept new baby)
 - *Not Me!* by Nogel McMullen (siblings)
 - *The Surprise Family* by Lynn Reiser (bonded by love, animals and boy become a family)
 - *Henry and Mudge in the Family Trees* by Cynthia Rylant (I Can Read format)
 - *Horace* by Holly Keller (adoption, animals as people)
 - *Louanne Pig in the Perfect Family* by Nancy Carlson (Little girl learns to appreciate her family.)
 - *The Relatives Came* by Cynthia Rylant (summer reunion)
 - *The Perfect Thanksgiving* and *The Perfect Christmas* by Eileen Spinelli (Different families, different styles, both loving)
 - *Sophie Peterman Tells the Truth* by Sarah Weeks (learning to accept the new baby, humorous)
 - *Noisy Nora* by Rosemary Wells (Spirited Nora feels neglected in a busy family.)
 - *Stella's Starliner* by Rosemary Wells (Little girl lives in a trailer.)
 - *Yoko* by Rosemary Wells (Classmates have different family food traditions.)
 - *Every Friday* by Dan Yaccarino (Friday with Dad)
 - *The Relatives Came* by Cynthia Rylant
 - *Families are Different* by Nina Pellegrini
 - *The Family Book* by Todd Parr
 - *Tell Me Again About the Night I Was Born* by Jamie Lee Curtis
 - *Kevin and His Dad* by Irene Small
 - *Mama Do You Love Me?* by Barbara M. Joose

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| | <ul style="list-style-type: none"> ▪ <i>More, More, More</i> by Vera Williams ▪ <i>My Monster Mama Loves Me So</i> by Laura Leuck ▪ <i>Sylvester and the Magic Pebble</i> by William Steig ▪ <i>What Moms Can Do</i> by Douglas Wood ▪ <i>Who's in A Family?</i> –by Robert Skutch ▪ <i>Whose Mouse Are You?</i> by Robert Kraus
 ▪ <u>Families Nonfiction/Informational</u>
<i>You and Me Together: Moms, Dads, and Kids Around the World</i> by Barbara Kerley (photos with just a few words) ▪ <i>Our Grandparents: a Global Album</i> by Maya Ajmera (photos with just a few words) ▪ <i>Families</i> by Meredith Tax (animal families, children with two homes, two languages, big families, one parent families, black and white drawings) ▪ <i>Brothers and Sisters</i> by Ellen Senisi (photos , diverse families) ▪ <i>Twins!</i> By Elaine Scott (photos, differs families) ▪ <i>How My Family Lives in America</i> by Susan Kuklin (photo essay with families from different countries) ▪ <i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i> by Mary Ann Hoberman ▪ <i>Let's Talk about Step Families</i> by Fred Rodgers ▪ <i>Families</i> by Ann Morris (photos, culturally diverse, very brief) ▪ <u><i>Who's in a Family?</i></u> By Robert Skutch (brief, shows cultural diversity) ▪ <i>Celebrating Families</i> by Rosmarie Hausherr Oversize (brief, diverse, traditional and nontraditional) |
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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Citizens build community when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do we make our community work? (K) ▪ How can individual citizens affect a community? (K,1) ▪ How are the communities (home, school, town, neighborhood, etc.) to which you belong similar and different? (1,2) ▪ How can we address community problems for the common good? (2)
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Communities are made of diverse individuals or groups, often as a result of common geographic locations, common background, shared interests, and or mutual needs. ▪ Rules and expectations help members of communities to live safely, work together and resolve conflict. ▪ Citizens can be members of small and large communities that change over time. ▪ Citizens have a responsibility to contribute to their community and to follow school and classroom rules, thereby changing them for the better. ▪ Communities are strengthened when diverse individual members contribute and are respected. ▪ Students (citizens) have the right to learn in a safe classroom community. ▪ Resolving conflicts in a healthy, cooperative manner improves a community.
<p>Vocabulary/Content</p>	<p><u>Terms:</u> assertive, citizen, common good, community, compassion, conflict, culture, diversity, expectations, kindness, needs, respect, resolution, responsibilities, rights, rules, safety, contribute, member, change, national holidays, history, traditions, George Washington, Martin Luther King, Abraham Lincoln, equality, fairness, vote, collaborate, society, opinion, decisions</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Apply respect and responsibility when participating in school settings ▪ Demonstrate classroom community through participation in shared traditions and/or routines ▪ Identify the need for and create rules in various settings inside and outside of school ▪ Explain how people with different opinions can work together to make decisions in a community ▪ Explain how diversity is beneficial to a community ▪ Describe how communities work to accomplish common tasks and establish responsibilities ▪ Describe democratic principles such as equality, fairness and

<p>Related Maine Learning Results</p>	<p>respect</p>
	<p>Social Studies</p> <p>A. 1 Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>A1a. Identify questions related to social studies.</p> <p>A1b. Follow an established procedure for locating sources appropriate to reading level.</p> <p>A1d. Organize findings.</p> <p>A1e. Share information gathered using oral and visual examples.</p> <p>A. 2 Students make individual and collaborative decision on matters related to social studies using research and discussion</p> <p>A.2a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p>A.2b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information.</p> <p>A3 Students select, plan, and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project's potential civic contribution.</p> <p>B.1 Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>B.1a. Describe and provide examples of democratic ideals.</p> <p>B.1b. Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.</p> <p>B.1c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> <p>B.2 Students understand the concepts of rights, duties, and responsibilities and participation.</p> <p>B.2a. Describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>B.2b. Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>B.3.Students understand civic aspects of classroom traditions decisions, and the traditions of various cultures, including Maine Native Americans</p> <p>B.3a. Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.</p> <p>E.1 Students understand the nature of history as well as key foundation ideas.</p> <p>E.1 b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions</p>

	<p>E.1d. Apply terms such as “after” and” before” in sequencing events. E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Collaborate to create a set of classroom procedures, rules, & expectations ▪ Discuss how historical figures changed their communities for the better. ▪ Assign class jobs to members of the classroom ▪ Read, discuss and respond to literature related to community and citizenship ▪ Draw, write or design examples of responsible citizenship ▪ Create classroom culture through shared songs, chants, & stories, ▪ Listen to local Brunswick community members explain their roles and responsibilities ▪ Recite the pledge of allegiance and discuss related vocabulary ▪ Role play or address genuine problems that occur within the community, developing possible solutions ▪ Compile a set of personally significant objects from home that are used to demonstrate each students’ individuality as well as diversity within the classroom community ▪ Use a Venn diagram or anchor chart to compare two communities ▪ Design a graphic representation of the communities to which students belong (i.e. concentric circles from family to world) ▪ Develop a class project that allows students to support a community charity/project
<p>Sample Classroom Assessments</p>	<ul style="list-style-type: none"> ▪ Complete a drawing or writing piece that demonstrates responsible citizenship. ▪ Demonstrate good citizenship by following procedures, rules and expectations. ▪ Lead the class in a routine activity or procedure. ▪ Repeat/rephrase opinions or ideas shared by a peer to demonstrate respect.
<p>Sample Resources</p>	<p>Second Step Materials – Social skills curriculum Community and Citizenship Picture book stories (Grade K)</p> <ul style="list-style-type: none"> ▪ <i>Albert the Fix-It Man</i> by Janet Lord Neighbors bring lunch to

sick Albert who normally is fixing everything for them.

- *Chinatown* by William Low A brief look at a busy neighborhood.
- *Mama, I'll Give You the World* by Roni Schotter A little girl with help from the neighborhood gives her mother a surprise party.

Community and Citizenship Informational/nonfiction (Grade K)

- *Look Where We Live! A First Book of Community Building* by Scot Ritchie 307 RIT Gas stations, community clean up, community workers, sports teams, and others all make a community.
- *Be My Neighbor* by Maya Ajmera 307.3 AJM Photos from around the world show what makes up a neighborhood.

Community and Citizenship Picture book stories (Grade 1/2)

- *Grandpa's Corner Store* by Dyanne Disalvo-Ryan (A community rallies around a small local store.)
- *The Castle on Viola Street* by Dyanne Disalvo-Ryan (Neighbors volunteer help re-build a home.)
- *Otto Runs for President* by Rosemary Wells (Do students vote for the most popular? Prettiest?)
- *Goin' Somewhere Special* by Patricia c. McKissack illus by Jerry Pinkney Girl growing up in 1950s segregated South finds welcome in a public library.
- *Miss Rumphius* by Barbara Cooney After traveling the world, Miss Rumphius makes her village more beautiful.
- *Wagon Wheels* by Barbara Brenner illus by Don Bolognese (I-Can-Read format) Three young brothers in 1878 travel to Kansas with help from Osage Indians and others.

Community and Citizenship Nonfiction informational (Grade 1/2)

- *Vote!* By Eileen Christelow 324.973 CHR Lots of speech bubbles add to the appeal of this book.

Community and Citizenship Poetry (Grade 1/2)

- *All the World* by Liz Scanlon and Illus. by Marla Frazee 811 SCA A small community enjoys a day of ordinary joys.
- *The Golden Rule* by Irene Cooper
- *I Pledge Allegiance* by Bill Martin
- *I am America* by Charles R. Smith (Simple poetic text with photos of diverse children)
- *Time For Kids* (August/September editions contain discussion of classroom roles)
- Scholastic Magazines (August/September editions)
<http://www.onlinedigitalpubs.com/publication/?i=42307>
- *Yoko's World of Kindness: Golden Rules for a Happy Classroom* by

	<p>Rosemary Wells</p> <ul style="list-style-type: none">▪ <i>How to Be a Friend</i> by Marc Brown▪ Cheri J. Meiners series▪ <u><i>Responsive Classroom</i></u> (Teacher strategies for building classroom community)▪ <i>Of Thee I Sing: A Letter to My Daughters</i> by Barack Obama (Brief discussion of famous Americans)
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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ American family culture is influenced by the availability of resources, as well as by traditions, religions and celebrations. ▪ Continuity and change can be seen in families.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How were families' lives affected by available resources? ▪ Why have people's daily lives changed over time? ▪ Why are traditions important to families? ▪ How are families the same now and in the past?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Family life has been changed by modern inventions such as technology, electricity, automobiles, and, growth of towns and cities. ▪ Traditions are the handing down of customs, ideas and beliefs from one generation to the next
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> ancestors, resources, basic needs, families, culture, traditions, transportation, gender, modern, opportunities, forage, hunt, trap, handmade, farmer's market, grocery store, apartment, mobile home, media, similarities, differences, compare, contrast, beliefs, celebration, generation, variety, custom, technology, shelter, morals, religion ▪ In the past: Food security, the need for shelter, and personal safety controlled the lives of families. Family roles were defined by gender. Schooling for children was optional and opportunities for play were rare. Transportation was limited. ▪ In the Present: School is available to all children. Variety exists in aspects of families and cultures. ▪ Traditions: Traditions change over time for many reasons including: <ol style="list-style-type: none"> 1. Changing resources (food, clothing, technology, etc.), 2. Changing Roles (gender, age, economic) 3. Assimilation of cultures (familial merging of culture) 4. 4. Beliefs (religious, moral, ethical) from one generation to the next

<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify traditions in individual families and cultures. ▪ Identify similarities and differences in daily life in the past and daily life today ▪ Describe how traditions might change over time ▪ Describe how available resources affect daily life for families
<p>Related Maine Learning Results</p>	<p>Social Studies</p> <p>A.1, Students identify and investigate research questions related to social studies by locating, organizing and sharing information.</p> <p>A.1b, Follow an established procedure for locating sources appropriate to reading level</p> <p>A.1d, Organize findings</p> <p>A.1e, Share information gathered using oral and visual examples</p> <p>B. Students understand civic aspects of classrooms traditions and decisions, and the traditions of various cultures, including Maine Native Americans</p> <p>B.b. Compare traditions that are similar across the nations and traditions that differ in various cultural groups including Maine native Americans</p> <p>C.1 Students understand the nature of economics as well as key foundation ideas</p> <p>C.1a, Describe economics as how people make choices about how to use scarce resources to meet their wants and needs</p> <p>C.2 Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans</p> <p>C.2a Identify examples of how I individuals, families, and communities, including Maine Native Americans, are influenced by economic factors</p> <p>C.2b Describe the work and contribution of various groups to the economics of the local community in the past and present. .</p> <p>.D.2 Students understand the influence of geography on individual and groups in the United States and the world, including Maine Native Americans</p> <p>D.2a Identify the impacts of geographic features on individuals, families and communities, including Maine Native Americans, in the United States and various other nations.</p> <p>E 1 Students understand the nature of history as well as key foundation ideas.</p> <p>E.1a. Describe history as “ stories” of the past</p>

	<p>E.1c. Identify past, present, and future in stories, pictures, poems, songs, or videos</p> <p>E.1d. Apply terms such as “before” and “after” in sequencing events.</p> <p>E.1e. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.</p> <p>E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans</p> <p>E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations or the arts.</p> <p>E.2b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p>
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<p>Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> ▪ List non-technological aspects of early American life ▪ Describe a day in your home when the power was out. Make a chart of what is different and what was the same. ▪ Read <i>The Ox Cart Man</i> and list the types of available resources the family had to provide: food, clothing and shelter ▪ Have children bring in a sample of a family tradition or celebration (food, clothing, decoration, song, story, treasured possession) to share ▪ Compare and contrast a resource from now and long ago (food, toys, homes, sewing) ▪ Teach old fashioned chores, games, school activities, or jobs ▪ Interview a grandparent or older relative to find out what was different about their childhood
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Draw a picture of a day and the life of a child from long ago and of yourself ▪ Present a family tradition to the class ▪ List resources that could be handmade by a family long ago (after reading and discussing a book such as <i>Ox Cart Man</i>)
<p>Sample Resources</p>	<ul style="list-style-type: none"> • <u>Publications</u> • <i>Pilgrim Children Had Many Chores</i> - Gina Lems-Tardif • <i>Sarah Morton's Day</i> - Kate Waters (Books with photos depicting the day-in-the life of 1620's Plimouth plantation). • <i>Samuel Eaton's Day</i> - Kate Waters (Books with photos depicting the day-in-the life of 1620's Plimouth plantation). • <i>Tapenum's Day: A Wampanoag Indian Boy In Pilgrim Times</i> by Kate Waters (Books with photos depicting the day-in-the life of 1620's Plimouth plantation) • <i>Cherry Pies and Lullabies</i>_by Lynn Reiser • <i>Wheat Doll</i>_by Allison Randall • <i>The Keeping Quilt</i>_by Patricia Polocca • <i>Ox Cart Man</i> by Donald Hall_(Early New England family produces own goods.) • <i>The Quilt Story</i>_by Tony Johnston (Hand-me-down quilt is passed through generations). • <i>Abbie in Stitches</i>_by Cynthia Cotten_(Colonial girl learns to sew though she would rather read.) • <i>Apple Picking Time</i> by Michelle Slawson_(Modern family picks fruit for additional income.)

4/11/16

- *Little House on the Prairie* by Laura Ingalls Wilder
- *The Log Cabin Quilt* by Ellen Howard
 - *Red Flower Goes West* by Ann Turner (Family traveling westward)

Families Now and Then Picture book stories

- *Bigmama's* by Donald Crews (Crews recalls childhood summers at his grandparents' home.)
- *Seven Brave Women* by Betsy Hearne & illus. by Bethanne Andersen (Autobiographical seven generations of American women.)
- *One Horse Farm* by Dahlov Ipcar (Johnny grows up on a Maine farm that goes from using horses to tractors.)
- *I Go with My Family to Grandma's* by Rivi Levinson & illus. by Diane Goode (In early 1900s extended families from 5 NYC boroughs go to grandma's.)
- *Stitchin' and Pullin': a Gee Bend Quilt* by Patricia McKissack
- *The Blessing Cup* by Patricia Polacco (Objects remind generations of a Jewish family of what is important in life.)
- *This Is the Rope: a Story from the Great Migration* by Jacqueline Woodson & illus. by James Ransome A rope is passed down through three generations in an African American family for skipping, packing..
- *Show Way* by Jacqueline Woodson illus by Hudson Talbot Five (Generations of African Americans share a quilt.)
- *Sailing Home: a Story of a Childhood at Sea* by Gloria Rand & illus. by Ted Rand (based upon a real family's 1890s life on a four-masted sailing bark.)
- *When I Was Young in the Mountains* by Cynthia Rylant & illus. by Diane Goode (Autobiographical, girl recalls growing up with her Appalachian grandparents.)
- *I Have Heard of a Land* by Joyce Carol Thomas (Describes the joys and hardships experienced by an African-American pioneer woman who staked a claim for free land in the Oklahoma territory.)
- *A Chair for My Mother* by Vera Williams (Little girl saves her money for a big gift.)
- *This Is Our House* by Hyewon Yum (Over three generations, family continue activities begun in new house by Korean immigrant grandparents.)
- *Miss Birdie Chose a Shovel* by Leslie Connor and illus. by Mary Azarian In 1856 Miss Birdie emigrates with a shovel which she uses throughout her life in America.)
- *A Couple of Boys Have the Best Week Ever* by Marla Frazee This is a humorous, loving look at two contemporary boys who spend an unconventional week with grandparents.
- *Home Lovely* by Lynn Rae Perkins In this quiet story a young girl and

her mom make their trailer a welcoming home.

Families Now and Then Informational/nonfiction books

- *Hasty Pudding, Johnnycakes and Other Good Stuff: Cooking in Colonial America* by Loretta Frances Ichord
- *Homeplace* by Anne Shelby
- *Let's go home: the wonderful things about a house* by Cynthia Rylant_ (Picture tour of rooms in a modern day home.)
- *Let's Get Dressed* by Ruth Walton
- *In the New World: a Family in Two Centuries* by Gerda Raidt & illus. by Christa Holtei (A heavily illustrated story of an immigrant family 1860-2010 covers why they left Germany, the voyage, and starting new lives over the generations.)
- *Families* by Susan Kuklin 306.85 KUK (Fifteen different families are interviewed in this diverse photo essay.)
- *Tuttle's Red Barn:the Story of America's Oldest Family Farm* by Richard Michelson & illus by Mary Azarian (This book covers 12 generations a New Hampshire family who work their farm and are a part of historic changes.)
- In addition, look at books by these strong historical fiction authors: Deborah Hopkinson, Jean Van Leeuwen, Elizabeth Fitzgerald Howard, and Verla Kay.

- Videos:
- The Ox Cart Man – Reading Rainbow

Essential Understandings	Human interactions happen both in specific places and across broad regions. These interactions create cultures which include belief systems, languages, social relations, traditions, customs, and the development of resources.
Essential Questions	<ul style="list-style-type: none"> ▪ What is a culture? ▪ How does geographic location and local resources affect culture and economics? ▪ How do people express their culture?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Different geographical locations create cultures which have a variety of languages, products, traditions, practices, beliefs and customs. ▪ Culture consists of knowledge, beliefs and behavior that we learn and pass on to future generations ▪ Cultures can be defined by the natural resources available in their geographic locations. Natural resources are used to provide goods and services to support daily living
Vocabulary/Content	<p>language, diversity, product, goods, service, tradition, practices, services, beliefs, shelter, celebrations, stories, art, documents, photographs, story-telling, family structure, religion, recreation artifact, geographical location, custom, culture, generation, future</p> <p>Manifestations of culture may include : food, clothing, celebrations, language, stories, art, literature, shelter, family structure, customs, religion, values, government, recreation, artifacts, documents, photographs, or personal experiences</p>
Essential Skills	<ul style="list-style-type: none"> ▪ Identify some customs and beliefs of one's own culture ▪ Identify some customs and beliefs of a different cultures ▪ Articulate the value of and respect for diverse cultures. ▪ Describe how we learn of other cultures ▪ Compare and contrast two different cultures ▪ Identify some products or services specific to a particular culture ▪ Recognize the value of the world's cultural diversity ▪ Describe several ways that people express their culture.
Related Maine Learning Results	<p>Social Studies</p> <p>A.1. Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>A.1a. Identify questions related to social studies.</p> <p>A.1b. Follow an established procedure for locating sources appropriate to reading level.</p> <p>A.1c. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.</p> <p>A.1d. Organize findings.</p> <p>A.1e. Share information gathered using oral and visual examples.</p>

	<p>B.3 Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.</p> <p>B.3b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.</p> <p>C1. Students understand the nature of economics as well as key foundation ideas.</p> <p>C.1a Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.</p> <p>C.1 b. Describe how money is earned and managed in order to buy goods and services and save for the future.</p> <p>C.2. Student understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans</p> <p>C.2a Identify examples of how individuals families, and communities, including Maine Native Americans are influenced by economic factors</p> <p>D.2 Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.</p> <p>D.2 a Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.</p> <p>E.1 Students understand the nature of history as well as key foundation ideas.</p> <p>E1.d Apply terms such as “ before” and after” in sequencing events</p> <p>E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans</p> <p>E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence. <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Compare and contrast folktales from different cultures ▪ Compare traditions in different nations ▪ Taste test products from different countries ▪ Survey family members to identify knowledge about and

	<p>experiences in other countries</p> <ul style="list-style-type: none"> ▪ Interview family members to research student’s own cultural background and/or traditions ▪ Create or explore art or music related to a particular culture/country/continent ▪ Experience several celebrations from other cultures ▪ Discover some important elements of seasonal celebrations around the world
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> ▪ Construct a Venn diagram comparing characteristics of two cultures ▪ Construct a poster showing traditions, products, landmarks, etc. of a country/continent
<p>Assessment Evidence</p>	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
<p>Sample Resources</p>	<ul style="list-style-type: none"> ○ <u>Publications:</u> <ul style="list-style-type: none"> • <i>Bread, Bread, Bread</i> by Ann Morris • <i>I’m In Charge of Celebrations</i> by Byrd Baylor • <i>A Life Like Mine</i> by UNICEF • <i>My Friends Live in Many Places</i> by Dorka Raynor • <i>Winter Festivals</i> by Mike Rosen ○ A World of Fairy Tales ○ <i>Our Grandparents: A Global Album</i> by Maya Ajmera - Describes the relationship between grandparents and their grandchildren all over the world, showing that while each culture may differ, the love and support shared in the bond is universal. ○ <i>To Be a Kid</i> by Maya Ajmera - Text and photographs from countries around the world illustrate some of the activities children everywhere have in common. ○ <i>This Is the Way We Go to School: a Book about Children Around the World</i> by Edith Baer - Describes, in text and illustrations, the many different modes of transportation children all over the world use to get to school. ○ <i>A Faith Like Mine: a Celebration of the World’s Religions – Seen Through the Eyes of Children</i> - Presents full-color illustrated photographs examining the traditions of a number of religious faiths including Judaism and Christianity, Hinduism and Buddhism, Sikhism and Islam, and others, and describes ways of worship, holy days, and celebrations. ○ <i>Let’s Eat: What Children Eat Around the World</i> by Beatrice Hollyer - Presents a children’s book on the traditional foods around the world including Thailand, South Africa, Mexico, France, and India and provides a number of recipes.

- *One World, One Day* by Barbara Kerley - Photographs and poetic text describe the shared daily activities of people around the world, such as preparing breakfast.
- *Celebrations!* by Barnabas Kindersley - A calendar of celebrations which describes holidays and festivals of all major religions and cultures from around the world. Includes original photography.
- *Welcoming Babies* by Margy Burns Knight - Tells how babies are welcomed in various cultures and traditions around the world.
- *Birthdays Around the World* by Mary D. Lankford - Describes the way birthdays have been celebrated in the past and the customs used to mark these special occasions in such countries as Finland, Malaysia, Mexico, New Zealand and others.
- *How Much? Visiting Markets Around the World* by Ted Lewin - Describes sights, sounds, items, and people in marketplaces around the world, including Egypt, Peru, Bangkok, and more.
- *Market!* By Ted Lewin - Describes, in simple text and illustrations, the special characteristics of different types of markets throughout the world, from the Fulton Fish Market in New York to Durbar Square in Nepal where temples rise like pagodas behind the flute sellers.
- *The Story of Religion* by Betsy Maestro - Discusses various religions (including Buddhism, Hinduism, Judaism, Islam, Christianity, African and American primal religions)) found throughout the world and covers religious personalities, histories, sacred texts, and basic beliefs.
- *Children Around the World* by Donata Montanari - Twelve children from different countries describe how they live.
- *How to Make an Apple Pie and See the World* by Marjorie Priceman - Since the market is closed, the reader is led around the world to gather the ingredients for making an apple pie.
- *Families Around the World* by Margriet Ruurs - Looks at different families from around the world.
- *My Librarian Is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs - Contains photos and information about mobile libraries (including boat, camel, elephant) and their patrons in countries around the world.
- *My School in the Rain Forest: How Children Attend School Around the World* by Margriet Ruurs 371 RUU Photographic essay examines differences in school settings around the world with schools on a river, high in the Himalayas, and in the rainforests of Guatemala.
- *If the World Were a Village: a Book about the World's People* by David J. Smith - Breaks down the population of the world into a

	<p>collection of one hundred representative people and describes what one would find in this global village, covering languages, ages, religions, food, air and water, schooling, and possessions, accompanied by vivid color illustrations.</p>
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<p>Essential Understandings</p>	<p>Geographic reasoning rests on knowledge of the Earth's physical and human features; this knowledge helps people understand their own place in the world as well as how their world can be represented</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ Why do we have maps/globes? ▪ How and why do we use maps/globes?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ A map is a labeled drawing of all or part of an environment, usually seen from directly above ▪ A globe is a model of earth ▪ Maps can represent physical features or political boundaries ▪ Locations and geographic features have names that help people understand their place in the world
<p>Vocabulary/Content</p>	<p>map, globe, key/legend, route, compass rose, north, south, east, west, scale, coordinate, hemisphere, longitude, latitude, distance, equator, north pole, south pole, continent, ocean, cartographer, representation, model, symbol, human characteristics, physical characteristics, landmark, bird's-eye view, world map, land forms, water bodies, environment, physical, characteristics, human characteristics boundaries, landforms, population There are seven continents and four major oceans</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify the following parts of a map: key/legend, symbols, title, and compass rose ▪ Create a map that includes: key/legend, symbols, title, and compass rose ▪ Recognize that maps can show the ways that humans have labeled the world ▪ Use a map to gather information (i.e., locate a geographic feature)
<p>Related Maine Learning Results</p>	<p>Social Studies A.1 Students identify and investigate research questions related to social studies by locating, organizing and sharing information. A1.a, Identify questions related to social studies A.1b, Follow an established procedure for locating sources appropriate to reading level A.1c, Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs A.1d, Organize findings A.1e Share information gathered using oral and visual examples</p> <p>D1. Students understand the nature and basic ideas of geography. D.1a. Explain that geography is the study of the Earth's surface and peoples. D.1b. Create visual representations of the immediate</p>

	<p>neighborhood and community. D.1c. Use 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.</p> <p>E1 Students understand the nature of history as well as key foundation ideas. E.1.d Apply terms such as “ before” and “ after” in sequencing events</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ List the physical and human characteristics of different places (e.g., work, school, home) ▪ Create different kinds of maps (e.g., your bedroom, your neighborhood, the school) ▪ Compare and contrast two maps of the same location ▪ Compare and contrast two maps of different locations ▪ Compare and contrast two different types of maps of the same location
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> ▪ Construct a map (i.e., playground, imaginary town, bedroom, etc.). ▪ Include: human characteristics, physical characteristics, key/legend, symbols, title, and compass rose. ▪ Name and identify the seven continents and four major ocean
<p>Sample Resources</p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> ○ <i>As the Crow Flies: A First Book of Maps</i> by Gail Hartman ○ <i>Climbing Kansas Mountains</i> by George Shannon ○ <i>First Book of Maps and Globes</i> by Jack Knowlton ○ <i>Globes</i> by Paul Sipiera ○ <i>Looking at Maps and Globes</i> by Carmen Bredeson ○ <i>Map and Globes</i> by Ray Brockel ○ <i>Map Key</i> – Rebecca ○ <i>Maps and Mapping</i> –byBarbara Taylor ○ <i>Mapping Penny’s World</i> by Loreen Leedy ○ <i>Me on the Map</i> by Joan Sweeney ○ <i>The Whole World in Your Hands: Looking at Maps</i> by Melvin Berger ○ <i>Madlenka</i> byPeter Sis ○ <i>The Journey of Oliver K. Woodman</i> by Darcy Pattison

	<ul style="list-style-type: none">○ <i>Follow That Map</i> by Scott Ritchie <p><u>Videos:</u></p> <ul style="list-style-type: none">○ Mapping Your World○ This Is Our World
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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Wabanaki culture and traditions are impacted by geographic features and natural resources and have changed over time.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is the Wabanaki worldview? ▪ How can we better understand the Wabanaki culture? ▪ What is the local connection to the Wabanaki tribe?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The Wabanaki worldview respects the interdependency of people, animals, earth, water and plants and the conservation of nature. ▪ Wabanaki cultural practices changed through interaction with other cultures (including Europeans) and environmental changes ▪ Native American cultures are recognized by the United States governments and have similarities and differences. ▪
<p>Vocabulary/Content</p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ▪ Wabanaki, Native American, traditions, tribe, worldview, culture, natural resources, geographic features, conservation, interdependency, Micmac, Maliseet, Passamaquoddy, and Penobscot drumming, dance/language, basket making sustenance activities ,hunting, fishing, locations ,Europeans, environmental change, interaction, scarcity, cultural practices, dress, physical features
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Explain how interaction with other cultures changed the Wabanaki traditional practices ▪ Describe how wants and needs were met using scarce resources through land and water ▪ Explain how people can be treated unfairly based on physical features, dress, or cultural practices and differences ▪ Give examples of cultural traditions of the Wabanaki ▪ Name and locate the four Wabanaki tribes on a map of Maine ▪ Compare and contrast the Wabanaki culture with student’s own culture ▪ Explain how interaction with other cultures changed the Wabanaki traditional practices ▪ Recognize Wabanaki interdependence through art, stories, and celebrations ▪ Identify specific geographic features that impact Wabanaki people
<p>Related Maine Learning Results</p>	<p>Social Studies A.1. Students identify and investigate research questions related to social studies by locating, organizing, and sharing information. A.1a. Identify questions related to social studies.</p>

A.1b. Follow an established procedure for locating sources appropriate to reading level.
A.1d. Organize findings.
A.1e. Share information gathered using oral and visual examples

B3.b Students understand civic aspect of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans
B.3b Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

C2. Students understand the influence of economics on individual and groups in the United States and the world, including Maine Native Americans
C.2a Identify examples of how individuals, families, and communities, including Maine Native Americans are influenced by economic factors
C.2,b Describe the work and contribution of various groups to the economics of the local community in the past and present

D2 Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans
D.2a Identify the impacts of geographic features on individuals, families, and communities including Maine Native Americans, in the United States and various other nations.

E1 Students understand the nature of history as well as key foundation ideas
E.1a, Describe history as “ stories” of the past.
E.1c, Identify past, present, and future in stories, pictures, poems, songs, or videos
E.1d, Apply terms such as “ before” and “ after” in sequencing events
E.1e Create a brief historical accounts about family, the local community, or the nation by using artifacts, photographs, or stories of the past
.E.2 Students understand historical aspects of the uniqueness and commonality of individual and groups, including Maine Native Americans
.E.2a, Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations or the arts.
E.2b Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all

<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Compare and contrast the Wabanaki culture with student’s own culture ▪ Read relevant Wabanaki legends and stories ▪ Create a model of a historical Wabanaki shelter ▪ Explain how Wabanakis use and conserve their natural resources to meet their basic needs ▪ Listen to presentations by a Wabanaki tribal member ▪ Respond to Wabanaki literature through creating Wabanaki art <p><i>To provide students with a culturally-appropriate learning experience and demonstrate the highest level of respect for the Wabanaki peoples, educators should refrain from engaging in any activity that may infringe upon the spiritual traditions of all Indigenous peoples such as: drumming, smudging, dancing, assigning “native” names to students, recreating sacred ceremonial designs, making headbands with feathers, or “dressing up” in Native regalia or as Indians</i></p>
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> ▪ Name and locate the four Wabanaki tribes on a map of Maine ▪ Generate a list of facts that students have learned about the Wabanaki that dispels stereotypic perceptions
<p>Sample Resources</p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> ○ <i>Kunu’s Basket</i> by Francis, Lee Decora ○ <i>The Sharing Circle</i> by Meuse, Theresa ○ <i>A River Ran Wild</i> by Lynne Cherry ○ <i>Native American Stories</i>_ told by Joseph <u>Bruchac</u> Includes two Gluscabi Abenaki legends and one Koluscap legend from the Micmac and Maliseet ○ <i>Between Earth and Sk: Legends of Native American Sacred Places</i> by Joseph Bruchac_- Includes one Abenaki legend ○ <i>Native American Animal Stories</i> told by Joseph Bruchac_- Includes definition of Wabanaki not as a tribe but a confederacy/loose union of Abenaki nations ○ <i>How Chipmunk Got His Stripes and Raccoon’s Last Race</i>_both by Joseph and James Bruchac - Two Abenaki legends in picture book format ○ <i>Gluskabe and the Four Wishes</i> retold by Joseph Bruchac - Traditional Wabanaki legend ○ <i>Blazing Bear</i> by Sis Deans - Tells the legend of Blazing Bear of the Norridgewocks of the Kennebec Tribe of the Abenaki Nation in Maine ○ <i>Chimney Pond Tales Yarns</i> told by Leroy Dudley - ○ <i>Many Hands: a Penobscot Indian Story</i> by Angeli Perrow -

- Lily creates a basket and learns many hands helped to make it.
- *Louise Sockalexis: Native American Baseball Pioneer* by Bill Wise – Biography of Penobscot Indian who joined the Major Leagues and became the first Native American to play professional ball.
 - *The Penobscot* and *The Penobscot* both by Jill Duvall
 - *How Glooscap Outwits the Ice Giants and Other Tales of the Maritime Indians* by Howard Norman - Six tales featuring the mythical giant who roamed the coast to New England and Canada, created the Indian peoples to keep him company, and fought battles to protect them ever after.
 - *Remember Me: Tomah Joseph's Gift to Franklin Roosevelt* by Donald Soctomah
 - *Wind Bird: Gift of the Mist* by Sarah Bright - Written by a Passamaquoddy storyteller
 - *Glooscap and His Magic: Legends of the Wabanaki Indians and More Glooscap Stories* by Kay Hill - Legends with glossary, possible read-alouds
 - *Thanks to the Animals* by Allen Sockabasin - During the Passamaquoddy winter migration in Maine, Baby Zoo Sap falls off the family bobsled and the forest animals hearing his cries, gather to protect him until his father returns to find him.

Teacher Resources:

- *The Wabanakis of Maine in the Maritimes* - AFSC
- *Lessons From Turtle Island* –by Jones, G. & Moomaw, S. (2002)
- *Notes on a Lost Flute* by Hardy, Kerry
- *North By Northeast* –by Kathleen Mundell- Basket making themed

<http://www.maine.gov/doe/wabanaki/curriculum.htm>

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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence ▪ Communities experience both continuity and change over time, and are influenced by the availability of resources
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are some significant events in Brunswick’s history and why are they important? ▪ Who are some significant people in Brunswick’s history and why are they important? ▪ How have natural resources impacted the development of Brunswick? ▪ How have humans affected Brunswick’s environment? ▪ How has life changed for citizens of Brunswick?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Events and people have shaped the history of Brunswick. ▪ Natural resources have influenced the development of Brunswick. ▪ People have affected Brunswick’s environment (i.e., dams, pollutions, protected lands, fish ladder, etc.). ▪ People’s daily lives have changed over time
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>People:</u> <ul style="list-style-type: none"> ○ Henry Wadsworth Longfellow, Harriet Beecher Stowe, Kate Furbish, Robert P.T. Coffin, Nathaniel Hawthorne, Joshua Chamberlain, Alice Whittier and her family, Angus King, Anasagunticook tribe, French Canadians, European, settlers, immigrants ▪ <u>Places:</u> <ul style="list-style-type: none"> ○ NASB/Brunswick Landing, Bowdoin College, Androscoggin River, Pejepscot ▪ <u>Terms:</u> <ul style="list-style-type: none"> ▪ saw mill, pulp mill, textile mills, cotton mills, industries, time line, citizen, community , dams, pollution, protected lands, fish ladder, French Canadian immigration ▪ <u>Content</u> <ul style="list-style-type: none"> ○ Brunswick was first inhabited by native people (Wabnaki-Anasagunticook- Pejepscot). ○ Europeans settled in Brunswick in 1628 and the town was incorporated in 1739. ○ Industrialization helped the town grow in the 1800’s (i.e., saw mill, pulp mill, textile mills, cotton mills, etc.) ○ Industries changed and businesses grew (i.e., NASB, Bowdoin College, Brunswick Technology, LL Bean, MBNA, Downeast Energy, Bath Ironworks)

<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Describe how traditions, culture, work and industry might change over time ▪ Describe how available resources affect daily life for families ▪ Explain how human settlements and movements relate to the location and use of various natural resources
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> E. History E1. Historical, Knowledge, Concepts, Themes and Patterns Students understand various major eras in the history of the community, Maine, and the United States. b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and time frames, in the history of the community, Maine, and the United States.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Visit local historical landmarks (i.e. Skolfield-Whittier house, First Parish Church, Harriet Beecher Stowe house, Bowdoin College, Joshua Chamberlain's statue/house, Fort Andross, etc.) ▪ Connect with local historical society for onsite visits and slide show presentation ▪ Write a biography about a famous Brunswick citizen ▪ Architectural walking tour ▪ Brunswick Women's History Trail ▪ Timeline of Brunswick's history ▪ Then and now book ▪ Identify the Native peoples of the Brunswick region and the characteristics of their daily lives ▪ Identify the early European settlers of the Brunswick region and characteristics of their daily lives ▪ Identify some of Brunswick's key industries and businesses throughout history and explain their importance ▪ List some significant Brunswick citizens and state why they were important ▪ Explain how geography encouraged settlement in Brunswick ▪ Tell how French Canadian immigrants influenced Brunswick's development ▪ Tell how humans have impacted the Brunswick environment ▪ Compare daily life in Brunswick today to an earlier time
<p>Sample Classroom Assessment</p>	<ul style="list-style-type: none"> ▪ Create a classroom book of Brunswick history. ▪ Venn diagram of how life has changed. ▪ Sequence key people and events in Brunswick history.

Methods	▪ Write about a natural resource in Brunswick and explain its impact on the town.
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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Brunswick, Maine: 250 Years a Town, 1739-1989</u>○ <u>Brunswick, Maine's Largest Town</u> – Board of Trade Journal○ <u>From the Falls to the Bay a Tour of Historic Brunswick, Maine</u> – Pejepscot Historical Society○ <u>History of Brunswick, Topsham, and Harpswell, Maine</u> – G.A. Wheeler○ <u>Old Photographs Series: Brunswick and Topsham</u> – J. Bibber○ <u>Topsham, Maine 200th Anniversary</u>▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Brunswick Town Commons</u>○ <u>Brunswick Faces and Places</u>○ <u>History of Brunswick, a Grade 3 Production</u>○ <u>Meet the Author: Henry Wadsworth Longfellow</u>
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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Productive civic engagement requires the knowledge of the history, principles, and foundations of our American democracy. In our democracy, citizens have rights and responsibilities including active participation in government.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is the purpose and structure of Brunswick's town government? ▪ What are the rights and responsibilities of Brunswick citizens? ▪ What role do citizens play in any type of government, school, or community?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ A community is a group of people working together for a common purpose. ▪ A government keeps its citizens safe by providing order and services for the public good. ▪ Citizens have an obligation to participate and engage in local government.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ assessor, board, budget, citizens, communities, town councilor, elect, election, finance, government, town manager, municipal, ordinance, public, public works, recreation, representative, services, superintendent, taxes, town charter, town meeting, departments, clerk, emergency services ▪ The structure of town government in Maine is either town meeting or representational. ▪ Brunswick's town charter defines the structure of the town government.
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify the communities to which they belong e.g., family, class, school, church, town, teams, etc. ▪ Explain the purpose of government. ▪ Identify the parts of the town government structure. ▪ List some functions of town government. ▪ Explain some of the rights of town citizens. ▪ Explain how citizens can participate in town government. ▪ List some of the responsibilities of town citizens.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> B. Civics and Government B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States. c. Explain and give examples of governmental structures</p>

	including the legislative, executive, and judicial branches and the local, State, and national levels of government.
Related Social Studies Practices	<input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Meet and Interview: <ul style="list-style-type: none"> ○ Town manager ○ Superintendent ○ School Board Member. ▪ Mock Town Council meeting. ▪ Mock School Board meeting. ▪ Tour the town office with presentation by town employees. ▪ View part of a town council or school board meeting on the local cable television. ▪ Use the local newspaper to find current local news.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Draw the structure of the town government /school government. ▪ Write informational piece explaining the role students play at their school ▪ List the rights and responsibilities of elementary students
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Local Governments</u> – Ernestine Giesecke ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Brunswick Town Commons</u> ○ <u>Brunswick Faces and Places</u> ○ <u>Brunswick Town Officers Inauguration</u>

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Economic reasoning involves the consideration of costs and benefits and an understanding of how societies make decisions to allocate resources (human, physical, and natural).
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How have natural resources affected Brunswick’s economy? ▪ What are some examples of human resources in Brunswick? ▪ How do we meet our needs and wants? ▪ What is the meaning of bartering?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Natural resources are supplied by nature and are used in the production of goods and services. ▪ Human resources are the people who work to produce goods and provide services. ▪ Choices are impacted by wants, needs and the availability of resources. ▪ People make decisions about how to use resources to maximize the well-being of individuals and society.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ▪ resource, human resource, natural resource, good, service, producer, consumer, want, need, choice, currency, barter, scarcity, money
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify some of Brunswick’s natural resources. ▪ Identify some of Brunswick’s human resources. ▪ Distinguish between a want and need. ▪ Describe how scarcity affects choices. ▪ Explain bartering. ▪ Explain the need for currency. ▪ Identify positive and negative incentives that influence the decisions people make (i.e. recycling, raising livestock, keeping a pet)
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> C. Economics C1. Economic Knowledge, Concepts, Themes, and Patterns Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world. a. Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation

<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Read a piece of literature, find the economic terms, and discuss the economic decisions that needed to be made. ▪ Discuss the terms goods and services with your family and the economic decisions they make. ▪ Discuss Brunswick’s economy. ▪ Role-play <ul style="list-style-type: none"> ▪ bartering ▪ keep a monthly budget. ▪ plan a trip ▪ classroom economy ▪ Guest speaker from Chamber of Commerce. ▪ Create a brochure of Brunswick’s resources.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ List some human and natural resources in Brunswick. ▪ Create a business guide to Brunswick.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Video:</u> <ul style="list-style-type: none"> ▪ <u>Money Story</u>, U.S. Mint (out of print, but available in some schools). ▪ <u>Econ and Me</u> ▪ <u>Economics in our Age: Supply and Demand</u> ▪ <u>Economics in our Age: Goods and Services</u> ▪ <u>Economics in our Age: Factors of Production and Economics</u> ▪ <u>Difference Between Wants and Needs</u> ▪ <u>Books:</u> <ul style="list-style-type: none"> ▪ <u>A Chair for My Mother</u> ▪ <u>The Ox Cart Man</u> ▪ <u>A New Coat for Anna</u>

<p>Essential Understandings</p>	<p>Geographic reasoning rests on knowledge of the Earth’s physical and human features. This knowledge helps people understand their own place in the world and fosters curiosity about Earth’s wide diversity of environments and cultures.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How are different types of maps used? ▪ What is unique about each region of the United States? ▪ Where is Brunswick relative to Maine, the United States, and the world? ▪ How do geographic features of an area define its culture and economics?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Some types of maps include: physical, political, economic/resource map. ▪ The United States can be divided into distinct regions with specific natural resources and geography. ▪ Regions are made up of states. ▪ States are made up of cities and towns.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ road map, natural resource, landmark (Statue of Liberty, Arch of St. Louis, Golden Gate Bridge, Grand Canyon, Mount Rushmore), population, region, boundary, border, cities, capital, capitol, key/legend, scale, climate, compass rose, intermediate directions (i.e. NE,SW, etc.) coordinate, equator, hemisphere, continent, ocean, cartographer, states, country
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify and use physical, political, economic/resource maps. ▪ Describe what makes each region of the United States unique. ▪ Compare two regions of the United States in terms of geography and resources.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the community, Maine, the United States, and various regions of the world. b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Pen Pal with someone from a different state ▪ Brochure of different regions/state ▪ Map puzzles ▪ State riddles

	<ul style="list-style-type: none"> ▪ Locate and name the states of the United States. ▪ Identify state abbreviations. ▪ Identify the natural resources of a state in a particular region. ▪ Locate and identify major landmarks in the regions of the United States.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Demonstrate proper use of different types of maps. ▪ Describe a region of the United States. Include natural resources and geography.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Geography From A to Z</u> ○ <u>Kid's Almanac of Geography</u> ○ <u>Puzzle Maps USA</u> – Nancy Clouse ○ <u>USA From Outer Space</u> – Anne-Catherine Fallen ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Getting Started With Geography</u> ○ <u>Trav's Travels of The United States of America</u>

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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Productive civic engagement requires the knowledge of the history, principles, and foundations of our American democracy. In our democracy, citizens have rights and responsibilities including active participation in government.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is the function of government? ▪ What are the rights and responsibilities of citizens living in a democratic republic? ▪ What is the structure of state and federal government? ▪ How does the Constitution protect individual rights? ▪ How does the structure of American society meet the basic needs of its citizens?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ A government is a system that helps people live together. ▪ United States' citizens have rights and responsibilities and can actively participate in government. ▪ Government functions to make and enforce fair laws, protect the rights and responsibilities of its citizens, and to defend itself.
<p>Vocabulary/Content</p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> ○ executive, legislative, judicial, voting, public office, taxation, services, democratic, republic, rights, responsibilities, federal, constitution amendment, Bill of Rights, checks and balances, Constitution, public safety, public works, education, health, tax, citizen, state and federal government ○ The rights of citizens in our democratic society include: freedom of speech, religion, and the press. ○ The responsibilities of American citizens include: active participation in government, holding public office and voting ○
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify the functions of government. ▪ Tell how the structure of American society meets the basic needs of its citizens. ▪ Identify core civic responsibilities and democratic principles that guide government, society, and communities.
<p>Related Maine Learning</p>	<p><u>Social Studies</u> B. Civics and Government B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States. c. Explain and give examples of governmental structures</p>

<p>Results</p>	<p>including the legislative, executive, and judicial branches and the local, State, and national levels of government. B2.Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy. b. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.</p>
<p>Related Social Studies Practices</p>	<p><input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Participate in a mock trial. ▪ Hold a mock election. ▪ Identify and debate current issues related to individual rights (ex. Patriot Act limiting many individual rights, pledge of allegiance in schools) ▪ Analyze HBS core values in terms of freedoms
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Construct a coat hanger mobile of the 3 branches of government. ▪ Create an opinion essay taking a position on whether students should have homework or not (or some other school based issue) . Explain steps that would be used to reach a solution
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ "A kids guide to America's Bill of Rights" - Kathleen Krull ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>American Citizenship</u> ○ <u>The Branches of Government</u> ○ <u>Federal, State and Local Government</u> ○ <u>Our Federal Government: The Legislative Branch</u> ○ <u>Our Federal Government: The Presidency</u> ○ <u>Our Federal Government: The Supreme Court</u> ○ <u>School House Rocks: 'I'm Just a Bill</u> ○ <u>This is America, Charlie Brown: Birth of a Constitution</u> ○ <u>What Is Government?</u>

<p>Essential Understandings</p>	<p>Geographic reasoning rests on knowledge of the Earth’s physical and human features. This knowledge helps people understand their own place in the world and fosters curiosity about Earth’s wide diversity of environments and cultures.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the 5 themes of geography? ▪ What information can be found on a map? ▪ What helped determine the location of cities? ▪ Where are people, landforms and landmarks on the earth located and why?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ There are 5 themes in geography: Location, Place, Human Environment Interaction, Movement, Region ▪ Maps provide us with information about the 5 themes of geography. ▪ Environmental and cultural characteristics influence population distribution in specific places or regions.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> longitude, latitude, equator, prime meridian, hemisphere, key/legend, scale, parallel, perpendicular, compass rose, cardinal, continent, country, state, county, boundary, borders, peninsula, gulf, bay, mountains, rivers, lakes, streams, straits, island, political map, physical map, population map, climate, cartographer, Africa, Antarctica, Australia (Oceania), Asia, Europe, North America, South America) and the four oceans (Arctic, Atlantic, Indian, Pacific). 1. <u>Location</u> <ul style="list-style-type: none"> ▪ Location may be absolute or relative. ▪ Absolute location is determined by longitude and latitude. ▪ Relative location is described by landmarks, time, direction or distance from one place to another. 2. <u>Place</u> <ul style="list-style-type: none"> ▪ Place can be defined in terms of climate, physical features, or the people who live there and their traditions. 3. <u>Human Environment Interaction</u> <ul style="list-style-type: none"> ▪ Human environment interaction can be defined by how people adapt, modify and depend on the environment. 4. <u>Movement</u> <ul style="list-style-type: none"> ▪ The movement of people, the import and export of goods, and mass communication have all played major roles in shaping our world. 5. <u>Region</u> <ul style="list-style-type: none"> ▪ Region is the basic unit of study in geography which can include: area, language, political divisions, religions and vegetation (i.e., grassland, marshland, desert, rain forest)

<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Use some of the 5 themes of geography to explain different kinds of maps. ▪ Compare different types of maps to interpret geographical features and draw conclusions. ▪ Locate major population centers of the world and provide possible explanations of why they emerged in that location. ▪ Explain why environmental characteristics vary among different world regions
<p>Related Maine Learning Results</p>	<p>D1.Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>a. Explain that geography includes the study of Earth’s physical features including climate and the distribution of plant animal, and human life</p> <p>b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>c. Identify the Earth’s major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>d. Explain examples of changes in the Earth’s physical features and their impact on communities and regions</p> <p>D2Individual, Cultural, International and Global Connections in Geography</p> <p>a, Identify examples of how geographic features unify communities and regions as well as support diversity</p> <p>b, Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Construct a relief map. ▪ Construct a world continent map. ▪ Construct a product map that includes major products of a country using a key. ▪ Construct maps and other graphic representations of both familiar and unfamiliar places ▪ Use latitude and longitude to locate different places on maps. ▪ Visit DeLorme or similar facility. ▪ Complete a geography dictionary with terms, definitions and pictures. ▪ Geography bingo. ▪ Participate in the National Geography Bee. ▪ Locate and name the 7 continents (Africa, Antarctica, Australia (Oceania), Asia, Europe, North America, South America) and the 4 oceans (Arctic, and Atlantic, Indian, Pacific).

<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Construct and/or label a world map which includes: 7 continents, 4 oceans, and selected countries and major cities from each continent.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Looking at Maps and Globes</u> – Carmen Bredeson ○ <u>Longitude and Latitude</u> – Rebecca Aberg ○ <u>Mapping the World</u> – Sylvia Johnson ○ <u>Map Scale</u> – Rebecca Aberg ○ <u>Nations of the World</u> – Samuel Brimson ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Geography: Five Themes of Geography For Planet Earth</u> ○ <u>Getting Started With Geography</u> ▪ <u>World Geography: Using Maps and Globes</u>

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<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Interactions between humans and their environment happen both in specific places and across broad regions. These interactions create cultures which include belief systems, languages, social relations, governments and systems for using and developing resources. ▪ Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical and financial capital.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How does the United States interact with other nations? ▪ What are some systems of government? ▪ What features make up a culture? ▪ How does American culture compare and contrast with those of other countries? ▪ How does the exchange of goods and services create economic interdependence?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ The United States interacts with other nations politically, economically, and culturally. ▪ Cultures are determined by various features including: language, religion, traditions, and the arts. ▪ In a global economy, countries share their resources through exporting and importing desired goods.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ culture, human rights, dictatorship, monarchy, republic, democracy, communism, trade, defense, citizens, traditions, import, export
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ List some features of a culture in another country. ▪ Compare and contrast American culture to another culture. ▪ Explain the origins, functions, and structure of different systems of government. ▪ Explain how trade leads to increasing economic interdependence among nations.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> B. Civics and Government B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans. b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world. C1. Economic Knowledge, Concepts, Themes and Patterns a, Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced,</p>

	<p>how they will be distributed, and for whom they will be produced explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally, and nationally, by using natural, human and capital resources</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ International dinner — i.e. bread or dessert banquet. ▪ Guest speakers (International or world travelers). ▪ E-Pals from other countries. ▪ Community based project.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Create a PowerPoint or Hyper studio presentation about a specific country or countries. ▪ Research based country report.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ Publications: <ul style="list-style-type: none"> ○ Countries of the World Series - Bridgestone ○ A Ticket To...Series - Carol Rhoda Books ○ True Books Series - Children's Press ○ Welcome To My Country Series - Gareth Stevens

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence. ▪ Productive civic engagement requires the knowledge of the history, principles, and foundations of our American democracy. In our democracy, citizens have rights and responsibilities including active participation in government. ▪ Economic reasoning involves the consideration of costs and benefits and an understanding of how societies made decisions to allocate resources (human, physical, and natural.)
<p>Essential Questions</p>	<p>How have historical events shaped Maine history?</p> <ul style="list-style-type: none"> ▪ What contributions have Maine people made to the state and country? ▪ How has Maine determined what to produce or market? ▪ What is the function and structure of Maine state government? ▪ What are the rights and responsibilities of Maine citizens?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Events and people have shaped the history of Maine and the nation. ▪ Maine's industries have evolved and will continue to evolve based on the availability of natural and human resources. ▪ People from Maine have made significant contributions to the state and country. ▪ Ethnic groups have impacted and continue to shape Maine's identity ▪ Regions of Maine have different natural resources that affect the economy ▪ Maine government functions to make laws, to provide services, to help keep communities safe, organized, and protected. ▪ Maine citizens have rights and responsibilities and can actively participate in state government.
<p>Vocabulary/Content Cherie Fix this</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ entrepreneur, ethnic, natural resources, industry, tourism, annexed, Missouri Compromise, territory, industrial revolution, textiles, executive, legislative, judicial, voting, taxation, services, democracy, rights, responsibilities, constitution, amendment, checks and balances, representative, senator, governor, citizen, voting, debating, public forums, communicating with legislators, holding office. ▪ <u>People:</u> <ul style="list-style-type: none"> ○ Harriet Beecher Stowe, Joshua Chamberlain, Margaret Chase Smith, Dorothea Dix, Henry Wadsworth Longfellow, Louis Sockalexis, Chester Greenwood, Lillian Nordica (i.e., forestry, fishing, agriculture, shipbuilding, tourism,

	<p>paper. etc.) Popham Colony, Augusta, Portland, York, Bangor . Native Americans, English and French Somali,</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Explain how Maine settlement and movement relate to the locations and use of various natural resources. ▪ Identify the three branches of government and describe their functions. (see Democratic Government unit) ▪ Explain some rights and responsibilities of Maine citizens. (see Democratic Government unit) ▪
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> B. Civics and Government B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States. a. Explain and give examples of governmental structures including the legislative, executive, and judicial branches and the local, State, and national levels of government. B2.Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the basic rights, duties, responsibilities, and roles of citizens in a democracy. Identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen. C. Economics C1.Economic Knowledge, Concepts, Themes, and Patterns Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world. b. Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced. E. History E1.Historical Knowledge, Concepts, Themes, and Patterns Students understand various major eras in the history of the community, Maine, and the United States c. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the</p>

	United States. d. Explain how leaders are elected and how laws are made and implemented e. Explain that the structures and processes of government are described in documents, including the Constitutions of Maine and the United States
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Create a classroom timeline of major events ▪ Web research using Maine State Kids page ▪ Visit the Maine State Museum ▪ Participate in a mock trial ▪ Hold a mock election ▪ Describe how Maine's population has changed over time. ▪ Describe how available resources have affected industry and daily life in Maine. ▪ Identify some significant individuals and state their contributions. ▪ Identify some significant events that have shaped Maine's history. ▪ List some significant Maine communities and state why they were important. ▪ Identify the early European settlers of Maine and characteristics of their daily lives. ▪
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Research a famous Maine person ▪ Complete a Maine booklet to include products, industry, maps, animals, fun facts, famous Mainers, etc. ▪ Construct a drawing or model showing the three branches of government
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>America The Beautiful Series: Maine</u> – Deborah Kenr ○ <u>Critters of Maine Pocket Guide</u> – Maine Department of Inland Fisheries and Wildlife ○ <u>Maine and Her People</u> – Harold Clifford ○ <u>Maine Facts and Symbols</u> – Emily McAuliffe ○ <u>My First Pocket Guide to Maine</u> –Carole Marsh ○ <u>Portrait of America Series: Maine</u> – Kathleen Thompson ○ <u>Sea To Shining Sea Series: Maine</u> – Dennis Fradin ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>People of the Dawn</u> ○ <u>Rolling Back the Frontier</u> ○ <u>What is Government</u>

Historical Inquiry: Colonization Through the Eighteenth Century

Essential Understandings	<ul style="list-style-type: none"> ▪ Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past.
Essential Questions	<ul style="list-style-type: none"> ▪ Why did various countries establish colonies in North America? ▪ What were the characteristics of the various settlements/colonies? ▪ What conflicts arose as a result of the colonization of North America? ▪ How did the colonists and Native Americans differ?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Colonies were established in North America by European countries due to a desire for power, wealth, and freedoms. ▪ Early settlers' lives were impacted by economics, environment, government, differing cultures, and resources. ▪ Conflicts in the new colonies arose from a desire to control North America ▪ Native American world view (people belong to nature) conflicted with the European world view (nature belongs to people) and led to confrontation.
Vocabulary/Content	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Colonization, investors, profit, trade, freedom, religion, economics, missions, tax, monarch, explore, settlement, slavery, Mayflower Compact, plantation, Pilgrim, Saints, Strangers, Puritan, Separatist, Virginia Company, indentured servant, common house, Sabbath, import, export, tobacco, militia ▪ <u>People:</u> <ul style="list-style-type: none"> ○ King James, John Rolfe, Thomas Weston, John Smith, John Carver, William Bradford, Myles Standish, Pocahontas, Massasoit, Squanto, Samoset ▪ <u>Places:</u> <ul style="list-style-type: none"> ○ New Spain, New France, New Amsterdam, New England, Roanoke, Jamestown, Popham, Plymouth (Plimoth), Cape Cod, New England, Middle and Southern Regions
Essential Skills	<ul style="list-style-type: none"> ▪ Explain causes and effects of colonization in America. ▪ Compare and contrast life in a specific historical time period to life today. ▪ Describe how natural resources and climate shaped the culture and economy of each region of the original colonies.
Related Maine Learning	<p><u>Social Studies</u> E. History E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand various major eras in the history of the</p>

Historical Inquiry: Colonization Through the Eighteenth Century

<p>Results</p>	<p>community, Maine, and the United States. b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p>
<p>Related Social Studies Practices</p>	<p><input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Complete a Venn diagram of natural resources that were available in the colonies. ▪ Complete a map of the colonies. ▪ Complete a settlement map by country. ▪ Develop a timeline for colonization. ▪ Complete a graphic organizer which compares Jamestown, Popham, and Plymouth. ▪ Compare and contrast the culture of Native Americans and colonists. ▪ Explain why people settled in various regions of North America. ▪ Describe a conflict that arose as a result of colonization in North America. ▪ Identify some countries that established colonies in North America. ▪ Identify the general location of colonies established by France, England, and Spain. ▪ Identify the original 13 colonies and the region in which they were located.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Research a colony and develop a brochure or poster to attract settlers to the colony. ▪ Design a colony that would have a good chance of success. ▪ Taking the role of a colonist, write a letter home explaining why you will or will not stay.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>America's History: Land of Liberty</i> by Vivian Bernstein ○ <i>History of the United States</i> by Joy Hakin ○ <i>Jamestown Colony</i> by Brendon January ○ <i>Adventure at the Popham Colony</i> by Alex Popham King ○ <i>The Pilgrims of Plimoth Plantation</i> by Marcia Sewall ○ <i>Stranded at Plimoth Plantation</i> – Gary Bowen ▪ <u>Videos</u> <ul style="list-style-type: none"> ○ <u>As It Was In Colonial America: Jamestown</u> ○ <u>Colonial Life For Children: Jamestown</u> ○ <u>Plimoth Plantation</u>

Historical Inquiry: The Age of Exploration 1400 to 1600

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the reasons for exploration? ▪ How was the world impacted by the age of exploration?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Perspectives change over time as cultures develop ▪ Exploration led to both intended and unintended consequences ▪ Reasons for exploration are varied, both in the past and in the present.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Portuguese, English, Dutch, Spanish, French, navigate, technology, expedition, colony, colonization, Northwest Passage, trade, explore, exploration, profit, merchants, Muslim, Christianity, tax, spices, porcelain, silk, voyage, expansion, New France, New Spain, English Colonies ▪ The reasons for exploration include: <ul style="list-style-type: none"> ○ Political (expansion of power or land) ○ Commercial (trade and searching for valuable goods) ○ Religious (missionaries traveled to spread their religion) ○ Technological (ships, sail, navigation, telescope, maps, weapons) ○
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Identify the reasons for exploration ▪ Explain how perspectives were formed by historical context. ▪ Summarize the impact on people and cultures as a result of exploration.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> E. History E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand various major eras in the history of the community, Maine, and the United States. b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation
<p>Sample</p>	<ul style="list-style-type: none"> ▪ Create a timeline of major explorations studies.

Historical Inquiry: The Age of Exploration 1400 to 1600

<p>Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Complete a map showing the travels of explorers. ▪ Create a graphic organizer for significant contributions of the explorers studied. ▪ Generate questions about individuals and groups and how they impacted significant historical changes ▪ Prepare a report on a major explorer. ▪ Study how European explorers led to the colonization of the Americas. ▪ Compare and contrast how different explorers impacted the people and places they visited
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Research and present the discoveries and impact of a specific explorer. ▪ Compare and contrast modern and past explorations
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>America Will Be</i> – Houghton Mifflin ○ <i>America's History of Land of Liberty</i> by Vivian Berenstein ○ <i>A History of the United States</i> –by Joy Hakim ○ <i>Pedro's Journal</i> by Pam Conrad ○ <i>Who was Ferdinand Magellan?</i> by Sydelle Kramer ○ <i>Christopher Columbus: Admiral of the Ocean_Sea</i> by Jim Haskins ○ <i>The Story of Henry Hudson Master Explorer</i> by Eric Weiner

Social Studies Brunswick School Department
Grade 5
Historical Inquiry: Revolutionary Era

Essential Understandings	Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past.
Essential Questions	<ul style="list-style-type: none"> ▪ Why were there conflicts with Great Britain? ▪ How were the colonists affected by the multitude of conflicts with Great Britain? ▪ What were some significant outcomes of the Revolutionary War? ▪ What role did compromise play in the formation of our government?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Economic and social disparity with Britain led to conflict. ▪ The conflict with Britain created opposing points of view among the colonists. ▪ Conflict with Britain led to the Revolutionary War and separation from Britain. ▪ Separation from Britain required the formation of a government. ▪ Creating our government involved conflicts and compromises
Vocabulary/Content	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ assembly, veto, import, export, politics, militia, delegate, allies, French and Indian War (Seven Year War), repeal, boycott, propaganda, Boston Tea Party, unite, traitor, independence, equality, revolution, republic, British, Parliament, Treaty of Paris, salutary neglect, Sugar Act, Intolerable Act, tax, Molasses Act, Tea Act, Stamp Act, Townshend Duties, Declaration of Independence, colony, protest, repeal, shipment, smuggle, merchant, tyranny, East India Company, Boston Massacre, Committees of Correspondence, Continental Congress, representative, Articles of Confederation, convention, Constitution, ratify, Bill of Rights, economy , sanctions, trade laws, ▪ <u>People:</u> <ul style="list-style-type: none"> ○ Loyalists, Patriots, Tories, Whigs, Minutemen, Redcoats, Hessians, Green Mountain Boys, George Washington, Thomas Jefferson, John Adams, Ben Franklin, Sam Adams, Henry Knox, Cornwallis, King George ▪ <u>Places:</u> <ul style="list-style-type: none"> ○ Boston, Old South Meeting House, Old North Church, Faneuil Hall, Lexington, Concord, Bunker Hill, Philadelphia
Essential Skills	<ul style="list-style-type: none"> ▪ Explain how and why individuals and groups during the same historical period differed in their perspectives. ▪ Explain how and why groups of people make rules to protect their members.
Related Maine Learning Results	<u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1.Researching and Developing Positions on Current Social Studies Issues

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Grade 5**

Historical Inquiry: Revolutionary Era

	<p>c. Locate and access information by using text features. e. Communicate findings from a variety of print and non-print sources. f. Describe plagiarism and demonstrate appropriate citation.</p> <p>E. History E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand various major eras in the history of the community, Maine, and the United States. b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p>
<p>Related Social Studies Practices</p>	<p><input type="checkbox"/> Chronological reasoning and causation <input type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input type="checkbox"/> Gathering, using and interpreting evidence <input type="checkbox"/> The role of the individual in social and political participation</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Review maps of North America prior to and after the French and Indian War. ▪ Create a class Venn diagram of the viewpoints of the Loyalists and Patriots. ▪ Create a timeline of the events leading up to and during the Revolutionary War ▪ Compare and contrast point of view of the Patriots and Loyalists. ▪ Role play different points of view ▪ Implement a colonial market ▪ Participate in a living history event ▪ Create a chronological sequence of related events leading up to the Revolutionary War. ▪
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Make a timeline of events during the Revolutionary Era. ▪ Participate in a Boston Tea Party debate. ▪ Keep a diary, journal, or write letters as a citizen or soldier of the period. ▪ Role-play a person or event of the period ▪ List the outcomes of the Revolutionary War.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>The Battle of Lexington and Concord</i> by Neil Johnson ○ <i>The Boston Tea Party</i> by Conrad Stein ○ <i>The Revolutionary War: America's Fight For Freedom</i> by Bart McDowell ○ <i>The Story of the Boston Massacre</i> by Mary Kay Phelan ○ <i>The Story of the Boston Tea Party</i> by Mary Kay Phelan ○ <i>Two If By Sea</i> by Leonard Fisher ○ <i>A Young Patriot: The American Revolution</i> by Jim Murphy

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Historical Inquiry: Revolutionary Era

	<ul style="list-style-type: none">▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>America: The Story of Us</u>○ <u>The Boston Tea Party</u>○ <u>Crossing</u>○ <u>Paul Revere's Boston</u>○ <u>The Revolutionary War</u>○ <u>Valley Forge</u>
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