

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence</li> <li>▪ Communities experience both continuity and change over time, and are influenced by the availability of resources</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are some significant events in Brunswick’s history and why are they important?</li> <li>▪ Who are some significant people in Brunswick’s history and why are they important?</li> <li>▪ How have natural resources impacted the development of Brunswick?</li> <li>▪ How have humans affected Brunswick’s environment?</li> <li>▪ How has life changed for citizens of Brunswick?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Events and people have shaped the history of Brunswick.</li> <li>▪ Natural resources have influenced the development of Brunswick.</li> <li>▪ People have affected Brunswick’s environment (i.e., dams, pollutions, protected lands, fish ladder, etc.).</li> <li>▪ People’s daily lives have changed over time</li> </ul>
<p><b>Vocabulary/Content</b></p>	<ul style="list-style-type: none"> <li>▪ <u>People:</u> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>▪ <u>Places:</u> <ul style="list-style-type: none"> <li>○ NASB/Brunswick Landing, Bowdoin College, Androscoggin River, Pejepscot</li> </ul> </li> <li>▪ <u>Terms:</u></li> <li>▪ saw mill, pulp mill, textile mills, cotton mills, industries, time line, citizen, community , dams, pollution, protected lands, fish ladder, French Canadian immigration</li> <li>▪ <u>Content</u> <ul style="list-style-type: none"> <li>○ Brunswick was first inhabited by native people (Wabnaki-Anasagunticook- Pejepscot).</li> <li>○ Europeans settled in Brunswick in 1628 and the town was incorporated in 1739.</li> <li>○ Industrialization helped the town grow in the 1800’s (i.e., saw mill, pulp mill, textile mills, cotton mills, etc.)</li> <li>○ Industries changed and businesses grew (i.e., NASB, Bowdoin College, Brunswick Technology, LL Bean, MBNA, Downeast Energy, Bath Ironworks)</li> </ul> </li> </ul>

<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Describe how traditions, culture, work and industry might change over time</li> <li>▪ Describe how available resources affect daily life for families</li> <li>▪ Explain how human settlements and movements relate to the location and use of various natural resources</li> </ul>
<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u>  A. Application of Social Studies Processes, Knowledge, and Skills  A 1.a Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas, and individually and collaboratively develop a decision or plan  A 1.b Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills and other relevant information  B Civics and Government  B 3b. 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  C Economics  C1 b 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  D Geography  D2 a Identify examples of how geographic features unify communities and regions as well as support diversity  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 align="center"><b>Related Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Chronological reasoning and causation</li> <li><input checked="" type="checkbox"/> Comparison and contextualization</li> <li><input checked="" type="checkbox"/> Geographic reasoning</li> <li><input type="checkbox"/> Gathering, using and interpreting evidence</li> <li><input type="checkbox"/> The role of the individual in social and political participation</li> </ul>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ 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.)</li> <li>▪ Connect with local historical society for onsite visits and slide show presentation</li> <li>▪ Write a biography about a famous Brunswick citizen</li> </ul>

**Brunswick History**

	<ul style="list-style-type: none"> <li>▪ Architectural walking tour</li> <li>▪ Brunswick Women’s History Trail</li> <li>▪ Timeline of Brunswick’s history</li> <li>▪ Then and now book</li> <li>▪ Identify the Native peoples of the Brunswick region and the characteristics of their daily lives</li> <li>▪ Identify the early European settlers of the Brunswick region and characteristics of their daily lives</li> <li>▪ Identify some of Brunswick’s key industries and businesses throughout history and explain their importance</li> <li>▪ List some significant Brunswick citizens and state why they were important</li> <li>▪ Explain how geography encouraged settlement in Brunswick</li> <li>▪ Tell how French Canadian immigrants influenced Brunswick’s development</li> <li>▪ Tell how humans have impacted the Brunswick environment</li> <li>▪ Compare daily life in Brunswick today to an earlier time</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Create a classroom book of Brunswick history.</li> <li>▪ Venn diagram of how life has changed.</li> <li>▪ Sequence key people and events in Brunswick history.</li> <li>▪ Write about a natural resource in Brunswick and explain its impact on the town.</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ Brunswick, Maine: 250 Years a Town, 1739-1989</li> <li>○ Brunswick, Maine’s Largest Town – Board of Trade Journal</li> <li>○ From the Falls to the Bay a Tour of Historic Brunswick, Maine – Pejepscot Historical Society</li> <li>○ History of Brunswick, Topsham, and Harpswell, Maine – G.A. Wheeler</li> <li>○ Old Photographs Series: Brunswick and Topsham – J. Bibber</li> <li>○ Topsham, Maine 200<sup>th</sup> Anniversary</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Brunswick Town Commons</u></li> <li>○ <u>Brunswick Faces and Places</u></li> <li>○ <u>History of Brunswick, a Grade 3 Production</u></li> <li>○ <u>Meet the Author: Henry Wadsworth Longfellow</u></li> </ul> </li> </ul>