

<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</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. ▪ Explain some rights and responsibilities of Maine citizens.
<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A .Application of Social Studies Processes, Knowledge, and Skills A 1. g Distinguish between facts and opinions/interpretations in sources A 2.a Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan B. Civics and Government B 1a.Explain that the study of government includes how governments are organized and how citizens participate. B1 b Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power and common good C. Economics C1a 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. C 2 a. Describe economic similarities and differences within the community, Maine, and the United States C 2.b Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world. E. History E1.a Explain that history includes the study of past human experience based on available evidence from a variety of sources E1.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. E1.c Trace and explain how the history of deomcratice peinciples is preserved in historic symbols, monuments, and traditios important in the community, Maine and the United States E 2. a Describe examples in the history of the United States of diverse and shared values and traditions E 2b Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.</p>

<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chronological reasoning and causation <input checked="" type="checkbox"/> Comparison and contextualization <input checked="" type="checkbox"/> Geographic reasoning <input checked="" type="checkbox"/> Gathering, using and interpreting evidence <input checked="" 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>