



MAINE
Social Studies Secondary Grades
American Odyssey: The 20th Century and Beyond © 2004

OBJECTIVES	PAGE REFERENCES
HISTORY	
A. CHRONOLOGY	
Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:	
SECONDARY GRADES	
1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.) <u>Eras in United States History</u> <ul style="list-style-type: none"> • The Americas to 1600 • The Colonial Era, 1500-1754 • The Revolutionary Era, 1754-1783 • Nation Building, 1783-1815 • The Expanding Nation, 1815-1850 	SE: 22-27, 30-35 <i>Critical Thinking</i> 35 TWE: C 27 CL 23, 31 PP 33 SE: 36-41, 46-50 <i>Portfolio Project</i> 53 <i>Turning Point</i> 42-45 TWE: C 45 PP 39, 49 SE: 56-60, 66-70, 72-75 <i>Cooperative Learning</i> 76 <i>One Day in History</i> 64-65 TWE: C 60, 70, 75 CL 57, 67 PP 59 SE: 80-85, 88-90, 112-118 <i>Reinforcing Skills</i> 121 TWE: C 85 CL 81, 89, 113 CP 117 PP 83 SE: 130-135, 140-147, 150-156 <i>Geography: Impact on History</i> 146-147 <i>Turning Point</i> 136-139 TWE: C 147 CL 138 T 131

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Civil War and Reconstruction, 1850-1877 	SE: 164-171, 172-180, 184-191 <i>One Day in History</i> 182-183 TWE: C 171, 180 CL 165, 185 PP 175
<ul style="list-style-type: none"> Development of the Industrial United States, 1865-1914 	SE: 204-210, 212-217, 234-239 <i>Cooperative Learning</i> 224 TWE: C 239 CL 205 PP 207, 215
<ul style="list-style-type: none"> The Progressive Era, 1890-1914 	SE: 242-248, 250-257, 266-273, 281-287 <i>Reinforcing Skills</i> 263 <i>Turning Point</i> 258-261 TWE: C 248 CL 243, 251
<ul style="list-style-type: none"> Emergence of the United States as a World Power, 1890-1920 	SE: 218-223, 294-301, 304-311, 314-319 <i>Geography: Impact on History</i> 302-303 TWE: C 301, 319 CL 184 IP 220 PP 297, 307
<ul style="list-style-type: none"> The '20's: Prosperity and Problems 	SE: 338-345, 346-352, 353-359, 362-368, 376-383, 386-392, 396-403 TWE: C 359, 368, 383, 392 CL 377, 397
<ul style="list-style-type: none"> Depression and The New Deal, 1929-1941 	SE: 418-427, 430-436, 440-445, 454-460, 464-471, 476-481 TWE: C 445, 460 CT 425, 470 PP 433 T 431
<ul style="list-style-type: none"> World War II and Post War United States, 1939-1961 	SE: 492-498, 500-505, 508-515, 598-603, 606-615, 618-624 TWE: CL 493, 501, 614 CT 514 PP 495, 503, 601
<ul style="list-style-type: none"> Contemporary United States, 1961-Present 	SE: 630-637, 680-689, 700-709, 748-755, 857-861, 892-901 TWE: CL 687, 749 CP 635, 896 PP 703, 859

OBJECTIVES	PAGE REFERENCES
<u>Eras in World History</u> <ul style="list-style-type: none"> <li data-bbox="240 296 727 327">• Emergence of Civilization to 1000 BC <li data-bbox="240 390 748 478">• The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD <li data-bbox="240 516 678 573">• The Expansion and Interaction of Civilizations, 600 AD-1450 AD <li data-bbox="240 699 716 730">• The Early Modern World, 1450-1800 <li data-bbox="240 978 716 1010">• The World in the Nineteenth Century <li data-bbox="240 1257 708 1289">• The World in the Contemporary Era 	<p data-bbox="824 296 1268 327">See Glencoe's <i>World History</i> © 2003.</p> <p data-bbox="824 390 1268 422">See Glencoe's <i>World History</i> © 2003.</p> <p data-bbox="824 506 1133 573">SE: 22-27, 30-35 <i>Critical Thinking</i> 35</p> <p data-bbox="824 573 1019 661">TWE: C 27 CL 23, 31 PP 33</p> <p data-bbox="824 695 1336 814">SE: 36-41, 46-50, 80-85, 88-90, 112-118 <i>Portfolio Project</i> 53 <i>Reinforcing Skills</i> 121 <i>Turning Point</i> 42-45</p> <p data-bbox="824 814 1084 934">TWE: C 45, 85 CL 81, 89, 113 CP 117 PP 39, 49</p> <p data-bbox="824 968 1409 1119">SE: 130-135, 140-147, 150-156, 204-210, 212-217, 234-239 <i>Cooperative Learning</i> 224 <i>Geography: Impact on History</i> 146-147 <i>Turning Point</i> 136-139</p> <p data-bbox="824 1119 1052 1207">TWE: C 147, 239 CL 138, 205 PP 207, 215</p> <p data-bbox="824 1241 1230 1272">SE: 865-873, 896-897, 928-935</p> <p data-bbox="824 1272 1036 1360">TWE: C 873, 935 CL 866 CT 871</p>

OBJECTIVES	PAGE REFERENCES
HISTORY	
B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS	
Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:	
SECONDARY GRADES	
<p>1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:</p> <ul style="list-style-type: none"> Industrialization The Cold War (and its ending) The Vietnam Era Watergate The Great Depression WWI and WWII Civil Rights Movement 	<p>SE: 204-210, 212-217, 234-239, 304-311, 314-319, 321-327, 418-427, 430-436, 440-445, 454-460, 464-471, 476-481, 492-498, 500-505, 508-515, 562-568, 569-575, 668-672, 674-679, 690-695, 768-775, 776-783, 786-794, 824-831, 865-873</p> <p><i>Cooperative Learning</i> 224</p> <p>TWE: C 239, 319, 445, 460, 568, 672</p> <p>CL 205, 445, 460, 669, 675</p> <p>CT 425, 470</p> <p>MSN 306, 784</p> <p>PP 207, 215, 307, 433, 443, 771</p> <p>T 431</p>
<p>2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.</p>	<p>SE: 218-223, 294-301, 492-498, 768-775, 865-873, 896-897, 928-935</p> <p>TWE: C 873, 935</p> <p>CL 219, 295, 866</p> <p>CT 495, 871</p>
<p>3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.</p>	<p>SE: 131-132, 178-180, 453-454, 675-677, 702-703</p> <p><i>Turning Point</i> 42-45, 832-835</p> <p>TWE: AC 44</p> <p>CL 453, 834</p> <p>NG 454</p> <p>PP 503</p> <p>T 453</p>
<p>4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).</p>	<p>SE: <i>Science, Technology and Society</i> 86-87, 360-361, 550-551</p> <p><i>Turning Point</i> 42-45, 258-261, 648-651, 738-741</p> <p>TWE: AC 740</p> <p>C 45, 87, 261, 361</p> <p>CL 650</p> <p>PP 551</p>
<p>5. Explain how different ways of knowing and believing have influenced human history and culture.</p>	<p>SE: 164-171, 668-672, 748-755</p> <p><i>Turning Point</i> 42-45, 136-139</p> <p>TWE: C 45</p> <p>CL 138, 165</p> <p>IP 671</p> <p>T 165</p>
<p>6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).</p>	<p>SE: 216, 217</p> <p><i>Portfolio Project</i> 225</p> <p>TWE: CL 219</p>

OBJECTIVES	PAGE REFERENCES
7. Explain the benefits and conflicts resulting from encounters among cultures.	SE: 32-35, 133-135, 218-223, 294-301, 748-755 TWE: C 35 CL 295 CP 299
HISTORY C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:	
SECONDARY GRADES	
1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.	SE: <i>Critical Thinking Skills</i> 119, 280, 393 <i>Social Studies Skills</i> 320, 461, 823, 913 TWE: T 119, 280, 320, 393, 461, 823, 913
2. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.	SE: <i>Social Studies Skills</i> 71, 586 <i>Study and Writing Skills</i> 320, 461, 823, 913 TWE: T 71, 320, 461, 586, 823, 913
3. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.	SE: <i>Critical Thinking Skills</i> 280, 499, 657 <i>Reinforcing Skills</i> 291, 520, 659 TWE: T 280, 291, 499, 520, 657, 659
4. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.	SE: <i>Social Studies Skills</i> 732, 823, 913 <i>Study and Writing Skills</i> 71, 586 TWE: T 71, 586, 723, 732, 913

Code Used for TWE Pages

AC	Analyzing the Case
C	Close
CL	Cooperative Learning
CP	Cultural Perspectives
CT	Critical Thinking
IP	Independent Thinking
MSN	Meeting Special Needs
NG	National Geographic
PP	Portfolio Project
T	Teach