



MAINE
Social Studies Middle Grades 5-8
Human Heritage: A World History © 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:	
MIDDLE GRADES 5-8	
1. Describe the effects of historical changes on daily life.	SE: 105, 219-220, 342-344 <i>Graphic Organizer Activity</i> 537 <i>Linking Across Time</i> 123, 531 <i>Using Your Journal</i> 177 TWE: C 106 DL 7, 34 GP 382 LPP 174, 237 UP 2
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list in "Secondary Grades".)	SE: 52-53, 66, 130-131, 148-149, 185-188, 227-230, 399-405 TWE: CH 171 CL 230 IP 63 R 535
3. Trace simultaneous events in various parts of the world during a specific era.	SE: <i>Around the World</i> 144-145, 202-203, 258-259, 310-311, 360-361, 426-427, 538-539 <i>Why It's Important</i> 67, 129 TWE: CL 361 GH 243
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:	
MIDDLE GRADES 5-8	
1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: <ul style="list-style-type: none"> Declaration of Independence The Constitution Westward Expansion Industrialization Civil War 	<i>Maine-specific objectives can be addressed during teacher/classroom discussion.</i> SE: 507, 508-513, 529-530, 533-535, 545-552 <i>People in History</i> 528 <i>Using Your Journal</i> 231 TWE: ECON 532 IP 530 LPP 513 MC 532, 534 MP 228 SO 534

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2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).	SE: 36-37, 45, 169, 199, 235-236, 268-269, 322, 508-515, 517-519 TWE: CT 212 IP 138
3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.	SE: 41-42, 63-64, 248-252, 332-336, 395, 413-416, 449-451 <i>Why It's Important</i> 433 TWE: CL 396 CO 414
4. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).	<i>Maine-specific objectives can be addressed during teacher/classroom discussion.</i> SE: 625, 628-629, 653, 660-663 TWE: C 628 CO 515, 621 CT 628 DYK 629, 662 EC 653 MC 640 MSN 628
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:	
MIDDLE GRADES 5-8	
1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.	<i>Historical fiction in the form of world myths and legends can be discussed on the following pages:</i> SE: 22-24, 88, 103-104, 155, 280 TWE: CO 153 LPP 139 MC 88, 280
2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.	SE: 86-87, 170, 672-673 TWE: CS T21 #3, #4, #5; T22-T23 CT 663 E 396 EC 43 IP 253, 530 MC 183 MP 612
3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.	SE: <i>Section Assessment</i> 622 #4 TWE: CO 306 GH 305 H 533 LA 657 SO 305

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4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.	<p><i>The following pages will help teachers direct students in identifying and describing missing perspectives:</i></p> SE: 393, 395, 530-532, 550-551, 690-691, 694-695 TWE: CO 169 DL 376 E 126 PAA 82B SO 94, 393 UP 148
5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.	SE: <i>Critical Thinking 447 #4</i> TWE: AUO 2 CO 445 EA 2, 162 H 241 IP 228 MSN 113 PA 693

Codes Used for TWE Pages

AUO	About the Unit Opening
C	Culture
CH	Chronology
CL	Close
CO	Cooperative Learning
CS	Classroom Solutions
CT	Critical Thinking
DL	Daily Life
DYK	Did You Know?
E	Enrich
EA	Examining Artifacts
EC	Extending the Content
ECON	Economics
GH	Geography and History
GP	Guided Practice
H	History
IP	Independent Practice
LA	Language Arts
LPP	Linking Past to Present
MC	Making Connections
MP	Multicultural Perspectives
MSN	Meeting Special Needs
PA	Portfolio Activity
PAA	Performance Assessment Activities
R	Reteach
SO	Spotlight On
UP	Unit Project