



MAINE
Social Studies Middle Grades 5-8 and Secondary Grades
***The American Republic To 1877* © 2003**

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: 16-19, 28-33, 38-42, 51-55, 58-62 <i>Graphic Organizer Skills</i> 17, 44 <i>Why It Matters</i> 24-25 <i>More About</i> 60 TWE: ICA 54
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: 22-26, 38-42, 58-62, 70-73, 76-80 <i>Graphic Organizer Skills</i> 17, 44, 142 <i>Why It Matters</i> 110-111 TWE: CTA 112
3. Trace simultaneous events in various parts of the world during a specific era.	SE: 16-19, 22-26, 28-33, 38-42, 51-55, 58-62, 112-113, 264-266 <i>Geography Skills</i> 103 TWE: MSN 53
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 	SE: 16-19, 22-26, 28-33 <i>Time Notebook</i> 20-21 <i>Geography Skills</i> 30-31 TWE: CLA 29
<ul style="list-style-type: none"> • The Colonial Era, 1500-1754 	SE: 70-73, 76-80, 82-85, 86-93, 100-106, 108-113, 116-119 <i>Chart Skills</i> 91 <i>Why It Matters</i> 110-111
<ul style="list-style-type: none"> • The Revolutionary Era, 1754-1783 	SE: 132-135, 136-139, 141-145, 147-151, 162-168, 172-176, 177-182, 183-187 <i>Graphic Organizer Skills</i> 142 <i>Geography & History</i> 152-153
<ul style="list-style-type: none"> • Nation Building, 1783-1815 	SE: 192-198, 199-205, 207-213, 258-262, 263-266, 267-272, 278-281, 282-285, 288-294, 296-300

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> The Expanding Nation, 1815-1850 	SE: 306-311, 314-319, 321-327, 334-339, 341-345, 348-351, 356-360, 362-368, 369-374, 375-378
<ul style="list-style-type: none"> Civil War and Reconstruction, 1850-1877 	SE: 436-439, 441-444, 445-448, 449-453, 460-464, 466-472, 473-477, 478-483, 485-491, 500-503
<ul style="list-style-type: none"> Development of the Industrial United States, 1865-1914 	SE: 517-518, 534-539 <i>Graph Skills</i> 538 TWE: ICA 516 WWWWW 535, 536 DYK 537
<ul style="list-style-type: none"> The Progressive Era, 1890-1914 	SE: 540-545 TWE: CLA 541 MSN 542
<ul style="list-style-type: none"> Emergence of the United States as a World Power, 1890-1920 	SE: 544-545, 546-549 <i>Geography Skills</i> 544 TWE: CTA 544 CLA 547
<ul style="list-style-type: none"> The '20's: Prosperity and Problems 	SE: 549-550
<ul style="list-style-type: none"> Depression and The New Deal, 1929-1941 	SE: 556-558 TWE: CLA 557 YDS 558 DYK 559 EC 561
<ul style="list-style-type: none"> World War II and Post War United States, 1939-1961 	SE: 558-563, 564-566 <i>Geography Skills</i> 562 <i>Graph Skills</i> 565 TWE: CTA 560 CLA 565 MSN 566
<ul style="list-style-type: none"> Contemporary United States, 1961-Present 	SE: 566-570, 572-578, 579-585 <i>Geography Skills</i> 569 TWE: CTA 568, 576 EC 569 CLA 573 WWWWW 575

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<p><u>Eras in World History</u></p> <ul style="list-style-type: none"> • Emergence of Civilization to 1000 BC • The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD • The Expansion and Interaction of Civilizations, 600 AD-1450 AD • The Early Modern World, 1450-1800 • The World in the Nineteenth Century • The World in the Contemporary Era 	<p>SE: 16-19 <i>Graphic Organizer Skills 17</i> <i>Geography Skills 18</i> <i>Time Notebook 20-21</i></p> <p>TWE: CLA 17, 21</p> <p>SE: <i>Why It Matters 24-25</i></p> <p>SE: 38-42, 43-44 <i>Geography Skills 41</i> <i>Graphic Organizer Skills 44</i></p> <p>TWE: WWWWW 46</p> <p>SE: 43-49, 51-55, 58-62, 92-93, 116-119 <i>Geography Skills 48, 103</i></p> <p>TWE: CC 60</p> <p>SE: 197-198, 264-266, 270-272, 282-283, 296-300</p> <p>TWE: CC 155</p> <p>SE: 558-563, 564-565, 579-585 <i>Geography Skills 560, 562, 569</i> <i>National Geographic 581</i></p> <p>TWE: MSN 566 WWWWW 575</p>
<p>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:</p>	
<p>MIDDLE GRADES 5-8</p>	
<p>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:</p> <ul style="list-style-type: none"> Declaration of Independence The Constitution Westward Expansion Industrialization Civil War 	<p>SE: 76-80, 207-213, 306-311, 314-319, 323-324, 386-390, 412, 437 <i>Why It Matters 110-111</i> <i>Graphic Organizer Skills 142</i></p>

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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: 16-19, 38-42, 207-208, 306-311, 386-390 <i>Graphic Organizer Skills</i> 17, 44 <i>Geography Skills</i> 18, 291 TWE: CLA 307
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: 16-19, 22-26, 38-42, 51-55, 207-208 <i>Graphic Organizer Skills</i> 17, 44 <i>Why It Matters</i> 24-25 TWE: CLA 208
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).	SE: 540-545, 546-550, 556-563, 564-570, 572-578, 579-585 TWE: CC 253 CLA 565, 573
SECONDARY GRADES	
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: Industrialization The Cold War (and its ending) The Vietnam Era Watergate The Great Depression WWI and WWII Civil Rights Movement	SE: 528-533, 534-539, 540-545, 546-550, 556-563, 564-570, 572-578, 579-585 TWE: CLA 565, 573
2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.	SE: 18-19, 38-42, 51-55, 207-208 <i>Graphic Organizer Skills</i> 17, 44 <i>Why It Matters</i> 24-25 TWE: CC 155 DYK 157 CLA 208
3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.	SE: 147-151 <i>People In History</i> 109, 166, 203, 315, 406, 511 <i>What If</i> 178-179 <i>Why It Matters</i> 474-475
4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).	SE: 38-42, 77-80, 207-208, 306-311 <i>Graphic Organizer Skills</i> 17, 44 <i>Geography Skills</i> 18 <i>Why It Matters</i> 110-111 TWE: ICA 79 CLA 307
5. Explain how different ways of knowing and believing have influenced human history and culture.	SE: 18-19, 22-26, 28-33, 38-42, 51-53, 58-59 <i>Graphic Organizer Skills</i> 44 TWE: CLA 23, 29 CTA 112
6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).	SE: 18-19, 22-26, 28-33, 108-113, 207-208 <i>Graphic Organizer Skills</i> 44 TWE: CC 60 CLA 208

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7. Explain the benefits and conflicts resulting from encounters among cultures.	SE: 41-42, 51-55, 77-80, 566-568 <i>Graphic Organizer Skills</i> 44 <i>Two View Points</i> 47 <i>More About</i> 60, 78 TWE: CLA 580 ICA 582
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:	
MIDDLE GRADES 5-8	
1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.	SE: <i>America's Literature</i> 50, 107, 140, 295, 379, 465 TWE: ICA 202 MSN 443
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: <i>Two View Points</i> 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 206, 440 <i>Study & Writing Skillbuilder</i> 340 TWE: TTA 128
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>Two View Points</i> 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 206, 440 <i>Study & Writing Skillbuilder</i> 340 TWE: TTA 128
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.	SE: <i>Two View Points</i> 47, 420 <i>America's Literature</i> 50, 107, 295 <i>People In History</i> 260, 344 TWE: ICA 344 EC 346
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>Two View Points</i> 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 206, 440 <i>Study & Writing Skillbuilder</i> 340 TWE: TTA 128
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 Skillbuilder</i> 120, 206, 521, 571 <i>Study & Writing Skillbuilder</i> 340 TWE: CTA 104, 239
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>Two View Points</i> 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 206, 440, 521, 571 <i>Study & Writing Skillbuilder</i> 340
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>Two View Points</i> 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 206, 440 <i>Study & Writing Skillbuilder</i> 340 TWE: CLA 137 ICA 144

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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: 137, 545 <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 TWE: TTA 128 CLA 137 ICA 144

Codes Used for TWE Pages

CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
TTA	Team Teaching Activity
WWWW	Who?What?Where?When?
YDS	You Don't Say