



**MAINE**  
**Social Studies Secondary Grades**  
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OBJECTIVES	PAGE REFERENCES
<b>HISTORY</b>	
<b>A. CHRONOLOGY</b>	
Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:	
<b>SECONDARY GRADES</b>	
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"> <li>• The Americas to 1600</li> <li>• The Colonial Era, 1500-1754</li> <li>• The Revolutionary Era, 1754-1783</li> <li>• Nation Building, 1783-1815</li> <li>• The Expanding Nation, 1815-1850</li> <li>• Civil War and Reconstruction, 1850-1877</li> </ul>	SE: 12-17, 20-24, 38-44, 50-57 <i>Geography &amp; History</i> 18-19 <i>Geography Skills</i> 22 TWE: CTA 16  SE: 50-57, 58-64, 66-71, 72-77, 84-90, 91-97, 98-102, 104-109 <i>Profiles In History</i> 62 <i>Chart Skills</i> 77  SE: 116-123, 126-133, 138-145, 147-152 <i>Graphic Organizer Skills</i> 120, 129 <i>Profiles In History</i> 122 <i>Chart Skills</i> 139 <i>Geography Skills</i> 140, 144  SE: 147-152, 158-162, 164-169, 172-175, 210-214, 215-220 <i>Chart Skills</i> 162 <i>Profiles In History</i> 165 TWE: CTA 168 CLA 173  SE: 240-244, 245-250, 251-256, 257-260, 266-272, 273-277, 278-282, 284-289, 292-297, 300-304, 306-311 <i>Geography Skills</i> 246  SE: 326-331, 332-338, 340-345, 350-356, 357-363, 364-368, 369-373, 376-380, 386-389, 391-395

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<ul style="list-style-type: none"> <li>Development of the Industrial United States, 1865-1914</li> </ul>	SE: 414-419, 420-423, 436-440, 442-446, 447-451, 454-459, 464-468, 469-473 <i>Geography Skills</i> 437 <i>Chart Skills</i> 449
<ul style="list-style-type: none"> <li>The Progressive Era, 1890-1914</li> </ul>	SE: 546-553, 555-559, 562-565, 566-570 <i>American Literature</i> 571 TWE: CLA 547, 536 MSN 552, 568 FYI 556
<ul style="list-style-type: none"> <li>Emergence of the United States as a World Power, 1890-1920</li> </ul>	SE: 520-525, 527-533, 536-541, 576-583, 592-597, 599-603 <i>Why It Matters</i> 538-539 TWE: CLA 521 CTA 580
<ul style="list-style-type: none"> <li>The '20's: Prosperity and Problems</li> </ul>	SE: 599-603, 610-616, 620-623, 626-630, 636-639, 640-646, 647-650 <i>Graphic Organizer Skills</i> 601 <i>Technology &amp; History</i> 641 TWE: CLA 637
<ul style="list-style-type: none"> <li>Depression and The New Deal, 1929-1941</li> </ul>	SE: 656-660, 661-665, 668-672, 678-681, 682-688, 689-694, 695-700 <i>Graph Skills</i> 658 <i>Different Viewpoints</i> 669 <i>Chart Skills</i> 687
<ul style="list-style-type: none"> <li>World War II and Post War United States, 1939-1961</li> </ul>	SE: 736-741, 742-747, 749-754, 755-761, 764-772, 778-782, 783-789, 790-796, 797-802, 814-819
<ul style="list-style-type: none"> <li>Contemporary United States, 1961-Present</li> </ul>	SE: 840-845, 846-851, 854-860, 866-872, 873-880, 892-895, 896-901, 958-962, 963-969, 1031-1037
<u>Eras in World History</u>	
<ul style="list-style-type: none"> <li>Emergence of Civilization to 1000 BC</li> </ul>	SE: 12-14 <i>Geography &amp; History</i> 18-19 TWE: CTA 16
<ul style="list-style-type: none"> <li>The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD</li> </ul>	See Glencoe's <i>World History</i> © 2003
<ul style="list-style-type: none"> <li>The Expansion and Interaction of Civilizations, 600 AD-1450 AD</li> </ul>	SE: 14-17, 20-24, 26-31, 32-37 <i>Geography Skills</i> 13, 22, 30, 34 <i>Graphic Organizer Skills</i> 35 TWE: MSN 34

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>• The Early Modern World, 1450-1800</li> <li>• The World in the Nineteenth Century</li> <li>• The World in the Contemporary Era</li> </ul>	SE: 50-57, 98-102 <i>Geography Skills</i> 59 <i>Time Notebook</i> 78-79 TWE: CLA 216  SE: 223-225, 228-232, 273-274, 306-311, 464-467, 520-525, 527-533 <i>Geography Skills</i> 465 TWE: ICA 523  SE: 576-583, 708-712, 1022-1025, 1031-1037 <i>Why It Matters</i> 538-539 <i>Geography Skills</i> 579, 715, 766-767, 782 TWE: MSN 710
<b>HISTORY</b> <b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS</b> <b>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:</b>	
<b>SECONDARY GRADES</b>	
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: 725-730, 783-789, 790-796, 866-872, 873-880, 892-895, 896-901, 958-962 <i>Graph Skills</i> 658 <i>Graphic Organizer Skills</i> 784
2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.	SE: 725-730, 1001-1005, 1031-1037 <i>Geography &amp; History</i> 18-19 <i>Graphic Organizer Skills</i> 35 <i>Why It Matters</i> 42-43 <i>National Geographic</i> 1034 TWE: FYI 15 ICA 29, 35
3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.	SE: <i>Profiles In History</i> 41, 165, 241, 328, 338, 372, 485, 580, 665, 720
4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).	SE: 35-37, 131-133, 245-250, 436-440, 1022-1025 <i>Graphic Organizer Skills</i> 35 <i>Why It Matters</i> 42-43 TWE: CTA 16, 132, 870
5. Explain how different ways of knowing and believing have influenced human history and culture.	SE: 14-17, 20-24, 26-31, 32-37, 38-44, 50-57 <i>Why It Matters</i> 42-43 TWE: CLA 13 CTA 54, 524

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6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).	SE: 13-17, 20-24, 26-31, 32-37, 50-53 TWE: CTA 16 MSN 28
7. Explain the benefits and conflicts resulting from encounters among cultures.	SE: 50-54, 932-937, 1022-1025, 1031-1037 <i>American Literature</i> 25 <i>Graphic Organizer Skills</i> 35 <i>Why It Matters</i> 42-43 <i>Geography Skills</i> 270 TWE: CTA 16 MSN 28
<b>HISTORY</b> <b>C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION</b> <b>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:</b>	
<b>SECONDARY GRADES</b>	
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> 325, 487, 598, 617, 975, 1000 <i>Social Studies Skillbuilder</i> 390, 424 <i>Study &amp; Writing Skillbuilder</i> 938 TWE: CTA 998
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>You're the Historian</i> 124-125 <i>Critical Thinking Skillbuilder</i> 163, 487, 513, 598, 651, 975 <i>Social Studies Skillbuilder</i> 390, 424 <i>Study &amp; Writing Skillbuilder</i> 938
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>You're the Historian</i> 124-125, 534-535, 618-619, 902-903 <i>Social Studies Skillbuilder</i> 390 <i>Critical Thinking Skillbuilder</i> 513, 651, 975 <i>Study &amp; Writing Skillbuilder</i> 938 TWE: CLA 528
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: 528 <i>You're the Historian</i> 124-125 <i>Social Studies Skillbuilder</i> 390 <i>Critical Thinking Skillbuilder</i> 513, 651, 975, 1000 <i>Study &amp; Writing Skillbuilder</i> 938 TWE: YDS 528 CC 529

### Codes Used for TWE Pages

CC	Curriculum Connection	ICA	Interdisciplinary Connections
CLA	Cooperative Learning Activity		Activity
CTA	Critical Thinking Activity	MSN	Meeting Special Needs
FYI	FYI	YDS	You Don't Say