



MAINE
Social Studies Middle Grades 5-8 and Secondary Grades
***The American Republic Since 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: <i>What If?</i> 88-89, 356-357, 634-635 <i>Why It Matters</i> 26-27, 268-269, 294, 401-411, 558-559, 690-691 TWE: WM 26, 294, 410, 690
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: 308-312, 314-318, 319-323, 326-331, 448-455, 464-469, 530-534, 535-539, 542-546, 556-562, 564-569, 584-588, 589-594, 595-600, 601-606, 640-648, 654-658, 659-665, 746-752, 753-760, 772-775, 784-789, 838-842 TWE: C 312, 318, 323, 534, 546, 600, 606, 842 CLA 536, 557, 602, 655, 660, 747, 773 CTA 454, 468, 560, 568 ICA 260, 451, 533, 756, 787
3. Trace simultaneous events in various parts of the world during a specific era.	SE: <i>Timeline</i> 10-11, 216-217, 306-307, 446-447, 528-529, 610-611 TWE: TLA 11, 217, 307, 447, 529, 611
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: 12-16, 24-28 <i>American Literature</i> 17 TWE: C 16, 28 T 25
<ul style="list-style-type: none"> • The Colonial Era, 1500-1754 	SE: 42-47, 48-52, 53-56, 58-64, 65-69 TWE: C 47, 52, 64 CLA 54, 59, 66 T 43

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> The Revolutionary Era, 1754-1783 	SE: 74-79, 82-89, 94-99 <i>You're the Historian</i> 80-81 TWE: C 79, 99 CLA 75 CTA 98 T 83
<ul style="list-style-type: none"> Nation Building, 1783-1815 	SE: 100-106, 108-115, 152-159, 161-167, 170-173 TWE: C 115 CLA 109, 153 CTA 104, 112, 165
<ul style="list-style-type: none"> The Expanding Nation, 1815-1850 	SE: 178-185, 187-193, 202-209 TWE: C 185, 193, 209 CLA 203 ICA 197 T 179
<ul style="list-style-type: none"> Civil War and Reconstruction, 1850-1877 	SE: 218-224, 226-231, 249-255, 257-263, 266-271, 272-277 TWE: C 271 CLA 219, 250 CTA 230, 253 ICA 260
<ul style="list-style-type: none"> Development of the Industrial United States, 1865-1914 	SE: 308-312, 314-318, 319-323, 326-331 TWE: C 312, 318, 323 CLA 309, 315 CTA 330
<ul style="list-style-type: none"> The Progressive Era, 1890-1914 	SE: 418-425, 427-431, 434-437, 438-442 TWE: C 425, 431, 437, 442 CLA 419 CTA 422
<ul style="list-style-type: none"> Emergence of the United States as a World Power, 1890-1920 	SE: 392-397, 399-405, 408-413, 448-455, 471-475 TWE: C 397, 455, 475 CLA 393, 400 CTA 403, 452
<ul style="list-style-type: none"> The '20's: Prosperity and Problems 	SE: 482-488, 492-495, 498-502, 521-524 TWE: C 495, 524 CLA 483, 499, 522

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<ul style="list-style-type: none"> Depression and The New Deal, 1929-1941 	SE: 530-534, 535-539, 542-546, 556-562, 564-569 TWE: C 534, 546 CLA 536, 557 CTA 560, 568 ICA 533
<ul style="list-style-type: none"> World War II and Post War United States, 1939-1961 	SE: 584-588, 589-594, 595-600, 601-606, 640-648, 654-658, 692-697 TWE: C 600, 606 CLA 585, 602, 655 CTA 593, 599, 644, 696
<ul style="list-style-type: none"> Contemporary United States, 1961-Present 	SE: 724-729, 753-760, 784-789, 800-805, 843-849, 865-871, 911-917 TWE: C 789, 805, 871 CLA 725, 844 CTA 757, 915
<u>Eras in World History</u>	
<ul style="list-style-type: none"> Emergence of Civilization to 1000 BC 	SE: 12-13
<ul style="list-style-type: none"> The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC-600 AD 	See Glencoe's <i>World History</i> © 2003.
<ul style="list-style-type: none"> The Expansion and Interaction of Civilizations, 600 AD-1450 AD 	SE: 18-23 TWE: C 23 ICA 21
<ul style="list-style-type: none"> The Early Modern World, 1450-1800 	SE: 42-47, 48-52, 53-56, 58-64, 65-69, 100-106, 108-115, 152-159, 161-167, 170-173 TWE: C 47, 52, 64, 115 CLA 54, 59, 66, 109, 153 CTA 104, 112, 165
<ul style="list-style-type: none"> The World in the Nineteenth Century 	SE: 178-185, 187-193, 202-209, 308-312, 314-318, 319-323, 326-331 TWE: C 185, 193, 209, 312, 318, 323 CLA 203, 309, 315 CTA 330 ICA 197
<ul style="list-style-type: none"> The World in the Contemporary Era 	SE: 659-665, 776-781, 881-886, 902-905, 911-917 TWE: C 905 CLA 660, 903 CTA 663, 780, 885 ICA 914

OBJECTIVES	PAGE REFERENCES
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: Declaration of Independence The Constitution Westward Expansion Industrialization Civil War	SE: 90-93, 121-129, 130-149, 178-185, 223-224, 244-248, 257-263 TWE: C 185, 218, 224 CLA 91, 122, 133, 179 CTA 134, 139, 261 PA 93
2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).	SE: 52, 187-188, 197-198, 286-288 <i>An American Story</i> 187 <i>Technology & History</i> 182, 287, 676 TWE: Cr 288 CTA 182 TH 676
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: 12-16, 18-23 <i>Looking Back</i> 570-571 TWE: C 16, 23 CLA 13 ICA 21 T 19
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: 724-729, 753-760, 784-789, 800-805, 843-849, 865-871, 911-917 TWE: C 789, 805, 871 CLA 725, 844 CTA 757, 915
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: 308-312, 314-318, 319-323, 326-331, 448-455, 464-469, 530-534, 535-539, 542-546, 556-562, 564-569, 584-588, 589-594, 595-600, 601-606, 640-648, 654-658, 659-665, 746-752, 753-760, 772-775, 784-789, 838-842 TWE: C 312, 318, 323, 534, 546, 600, 606, 842 CLA 536, 557, 602, 655, 660, 747, 773 CTA 454, 468, 560, 568 ICA 260, 451, 533, 756, 787

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2. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.	SE: 308-312, 314-318, 319-323, 326-331, 448-455, 464-469, 530-534, 535-539, 542-546, 556-562, 564-569, 584-588, 589-594, 595-600, 601-606, 640-648, 654-658, 659-665, 746-752, 753-760, 772-775, 784-789, 838-842 TWE: C 312, 318, 323, 534, 546, 600, 606, 842 CLA 536, 557, 602, 655, 660, 747, 773 CTA 454, 468, 560, 568 ICA 260, 451, 533, 756, 787
3. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.	SE: <i>Profiles in History</i> 33, 109, 262, 328, 422, 517, 622, 750, 816 TWE: PH 33, 109, 262, 517, 622
4. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).	SE: <i>Different Viewpoints</i> 338, 646-647, 664 <i>Looking Back</i> 496-497, 740-741 <i>Technology & History</i> 182, 259, 515, 676 TWE: C 497, 741 CTA 182 DV 647 T 740 TH 259
5. Explain how different ways of knowing and believing have influenced human history and culture.	SE: 101-102, 195, 803, 863-864 <i>Looking Back</i> 496-497 TWE: C 497 I 102 T 195, 496
6. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism).	SE: 425, 473-474, 860-861 <i>An American Story</i> 456 TWE: C 475 CLA 861 MSN 867
7. Explain the benefits and conflicts resulting from encounters among cultures.	SE: 21-23, 27-28, 30-33, 802-805 <i>Why It Matters</i> 26-27 TWE: C 23 ICA 33 WM 26
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: 930-939 <i>American Literature</i> 17, 237, 303, 811 <i>Skillbuilder</i> 818 TWE: PWA 17 T 818

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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>Different Viewpoints</i> 113, 338, 543, 664, 866 <i>You're the Historian</i> 80-81, 406-407 TWE: C 81 T 406
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>Skillbuilder</i> 256, 385, 795, 818, 855 TWE: T 256, 385, 795, 818, 855
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.	SE: <i>American Literature</i> 303, 649, 887 <i>Different Viewpoints</i> 338 <i>You're the Historian</i> 490-491 TWE: ICA 339 PWA 887 T 490
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>Skillbuilder</i> 160, 186, 256, 795, 818, 855, 880 TWE: T 160, 186, 256, 795, 818, 855, 880
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>Skillbuilder</i> 225, 313, 359, 385, 470, 489, 739 TWE: T 225, 313, 359, 385, 470, 489, 739
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>Skillbuilder</i> 256, 385, 795, 818, 855 TWE: T 256, 385, 795, 818, 855
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>Different Viewpoints</i> 113, 338, 543, 664, 866 <i>You're the Historian</i> 80-81, 406-407 TWE: C 81 T 406
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>Skillbuilder</i> 107, 256, 525, 795, 818, 853, 880 TWE: T 107, 256, 525, 795, 818, 853, 880

Codes Used for TWE Pages

C	Close
CLA	Cooperative Learning Activity
Cr	Creating
CTA	Critical Thinking Activity
DV	Different Viewpoints
I	Interpreting
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
PA	Portfolio Activity
PH	Profiles in History
PWA	Portfolio Writing Activity
T	Teach
TH	Technology & History
TLA	Time Line Activity
WM	Why It Matters