

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI) 1997	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
<p>So You Want a Revolution: Foundations of Democracy Declaration of Independence Articles of Confederation Constitution of the U.S. Iroquois Confederation: Great Law of Peace</p>	<p>History A2, B1 Civics & Govt. B5, C1</p>	<p>Understand how a group of people form a democracy, with emphasis on the concepts of federalism, popular sovereignty, collective vs. individual rights, and separation of powers</p> <ul style="list-style-type: none"> • Compare and contrast documents to understand fundamental ideas in these documents • Understand concepts important to democracy • Paraphrasing (e.g. Preamble of Constitution) 	<p>Created Equal American Nation ME: Five Freedoms Cobblestone (cd) KIDS Discover: American Revolution, 1776</p>	<p>Create class/team constitution Constructed responses (quizzes): causes and effects</p>
<p>The American Dream: The Expanding Nation Slavery: African-Ainericans Land Rights: Native Americans Immigration Westward Expansion Industrialization Civil War Civil Rights Era</p>	<p>Geography B1 History B1, C1, 2, 4</p>	<p>Understand how various groups have struggled for equal rights and the role of government concerning these Constitutional rights</p> <ul style="list-style-type: none"> • View history from multiple cultural ethnic, and/or political perspectives • Read primary and secondary source documents to examine events from multiple viewpoints 	<p>Solomon Northup's Autobiography (online) A Place at the Table (video & magazine) Decades of Change The Immigrant Experience Tecumseh Confessions of Nat Turner Trial of John Brown</p>	<p>Writing journals, historical fiction and/or news articles based on factual accounts Map: tracing changes in territory and/or groups of people iMovie or Keynote presentation on individual experiences from period or event</p>

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<p>Suggested subtopics:</p> <ul style="list-style-type: none"> • Underground Railroad + Fugitive Slave Law • Emancipation Proclamation • Indian Removal Act • Trail of Tears • 14th & 15th Amendments • Segregation • Hate groups: KKK, White Aryan Nation • Abolition, suffragists <p>International Relations: Global Warming: pollution, fuel</p> <p>Conflicts: Vietnam, WWII (Holocaust) Middle East</p>	<p>Civics & Govt. D2</p> <p>History C5</p> <p>Economics A1, D2</p>	<p>Develop ways to solve problems and/or issues involving U.S. and other nations</p> <ul style="list-style-type: none"> • Collaborate with peers to examine evidence and propose solutions • Analyze ways in which governments have tried to solve problems/issues 	<p>Write an editorial about the government's handling of an issue or problem</p> <p>Research government's role in international relations</p>	

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Oral History Project (connects to Language Arts)	History B4, Geography	Interview a person to discover how certain events or time periods impacted his/her daily life and to learn about changes over time (e.g. technology, economy) <ul style="list-style-type: none"> • Formulate questions based on knowledge or time period • Document interview (notes, audio/video recording) • Present findings, such as making a movie, a slide show, or write a multi-paragraph narrative or person's life 		Product possibilities to include Movie, Keynote, biography I Interview questions and notes