



Regional School Unit #34

Alton, Bradley, and Old Town

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April 20th, 2021

Re: RSU #34 FOAA Request dated March 12, 2021

Dear Attorney Bond, Ambassador Dana, Executive Director Newell, and Curator Kelly,

Thank you for your hard work regarding Wabanaki education in Maine. Summarized in this letter and links/attachments is the information you requested, via the March 12th FOAA request (later amended to three years of records). I appreciate the clarification conversation I was able to have with Attorney Bond on March 29th. Pursuant to that conversation I share here the documents that most clearly describe what is underway in our schools, and the successes and challenges we have found. Pursuant to that conversation I have not provided here rough drafts or other *de minimis* records that are unlikely to help describe what you seek.

We have much to be proud of in RSU #34, but have a perpetual growth mindset and always seek to improve our efforts for students. We anticipate that our work may contribute in some ways to statewide efforts in Wabanaki Studies, and that we also can learn from others' efforts. Please do not hesitate to reach back out to us.

Background Information for Context:

- RSU #34 deliberately engages in instructional planning that positions teachers as creative professionals. Generally, the Curriculum / Instruction / Assessment Director, the school administrator(s), and the teaching team work together to identify needs/goals, define parameters for our work, and get the work done.
- RSU #34 generally arranges its curriculum by grade span (PK-5, 6-8, 9-12)
- RSU #34 uses an online curriculum management system, Atlas Rubicon, which has both a public view and a staff view. On this system we document what we call the 10,000 foot view for our curricular units (we do not document day-to-day lesson plans). In the shared folder I refer to later in this letter, I have included the "staff view" of the curricular units, which also includes all elements of the public view. Please understand that

some components of that staff view are not polished writing, as they are intended to communicate with colleagues also immersed in the work, rather than intended to communicate to an outside audience.

- I would appreciate if you would check in with me before sharing our units and other documents beyond your team. We are quite collaborative within and beyond RSU #34; involving the teacher-leaders in willingly sharing their work with other potential users is important in terms of honoring their effort and creating buy-in.

Across all Grade Spans

- During our March 29th call, you asked us to focus communications records on communication to/from the Department of Education, the School Board, and roles such as mine, Superintendent, and Principal. Few such communications were found in the past three years; those found are described below. We did not include here duplication of the state social studies updates, which are shared roughly weekly by Joe Schmidt and include helpful information on a host of topics.
- Our team identified the following as the major assets in promoting Wabanaki Studies
 - Proximity to a Maine Native American community
 - Our Library and Information Specialists taking the lead in looking at our collections in a critical fashion, looking for biases, and revamping our collections
 - Several colleagues who are deeply connected to the Penobscot Nation, who bring to our work additional perspective, passion, and help us navigate a culturally-sensitive topic
 - Concurrent efforts in social justice, acceptance, and breaking stereotypes
 - Wabanaki Reach activities for teachers and students
 - Guest speakers, such as Ambassador Dana
 - The Hudson Museum and the Abbe Museum
 - A culture that empowers teacher-leaders, and that continually supports funded curriculum development work
 - Our history with having taken on important but controversial work by changing our mascot from the Indians to the Coyotes in the mid-2000s
- Our team identified the following as the biggest challenges we have navigated in Wabanaki Studies
 - The constant tension in all subject areas of balancing breadth and depth (e.g., with many, many standards for learning in the Maine Learning Results, developing a program of curriculum, instruction, and assessment for our students that is meaningful, coherent, and fits into the 175-day school year)
 - In some years, changes around us reduce the time and energy available to focus on other curricular areas. For example, such

- things as major shifts in state assessments and COVID-19 consume much time and energy, which is diverted from other work.
- In many budget cycles, the financial resources to upgrade our literature at the pace we seek has been challenging
 - In some budget cycles, the financial resources to fund summer curriculum development has been challenging
 - Financial resources to support field trips (particularly the transportation costs) are a perpetual challenge
 - As you seek to make recommendations statewide going forward, our team has identified these suggestions:
 - Knowing that the current list of standards is so broad as to limit depth, Maine would benefit from addressing standards as a whole, rather than by content areas in isolation.
 - Open-source or “strong starting point” curricula, such as those generated via Maine’s MOOSE effort, are helpful especially to teachers who do not have content-area or grade-level peers
 - Investing in Virtual Field Trips, both synchronous and asynchronous (e.g., Virtual Reality goggles), helps to bring rich experiences to students when transportation costs are prohibitive
 - Continued investment in good web resources, such as print / oral / language resources

Link to shared folder with the documents referenced below:

<https://drive.google.com/drive/folders/1E2hYCJCEd0BRzzNL4kJuOgH85U5O8cnx?usp=sharing>

PK-5

The folder I shared contains:

- [PK-5 Social Studies Standards \(beginning 2018-19\)](#)
- [A support document created to assist our teachers in Wabanaki Studies](#)
- These curricular units (note: we are in the midst of a shift of core science / engineering resources, so science / engineering units will likely see substantial revisions in the Summer of 2021):
 - [Kindergarten Family](#)
 - [Kindergarten Native American Studies](#)
 - [1st Grade Native American Studies](#)
 - [2nd Grade The Bridge](#)
 - [2nd-3rd Grade Penobscot Performing Arts](#)
 - [3rd Grade Homeland](#)
 - [3rd Grade Our Town. Our Community](#)
 - [3rd Grade The Story of My Basket](#)
 - [4th Grade Changing Land](#)
 - [4th Grade Geography / Maine Map](#)
 - [4th Grade Maine People. Maine Events](#)
 - [4th Grade Nutrition](#)

- [4th Grade Wabanaki of Maine and the Maritimes](#)
- [5th Grade Revolutionary War](#)
- Other items of note:
 - Staff surveys regarding professional development needs (one example outcome of these surveys is that we have ordered a copy of Dawnland to use in professional development)
 - One of our teacher-leaders recently presented a webinar, Teaching Wabanaki Studies in Elementary School (<https://www.maine.gov/doe/calendar/teaching-wabanaki-studies-elementary-school>)

Middle School

The folder I shared contains:

- [An overview of the Leonard Middle School themes and units in Social Studies](#)
- These curricular units (note: COVID-19 found Leonard Middle School in the midst of a shift of both curricular themes and documentation; you'll generally find these records less thorough than the elementary grade span as that revision/documentation has been highly interrupted since March 2020)
 - [6th Grade America Its Culture and People](#)
 - [6th Grade Geography Map Skills](#)
 - [6th Grade Wabanaki Root Club](#)
 - [7th Grade The Ideal World](#)
 - [8th Grade Justice for All?](#)
 - (additionally, some efforts such as the 8th grade investigative journalism / community issues unit may involve Wabanaki issues, if raised by the students involved)
- Other items of note:
 - LMS Civil Rights Team gives kids the opportunity to focus on their interests and work as a group on issues related to Civil Rights, which includes current events related to Wabanaki peoples in addition to the other aspects of Maine's Civil Rights laws. The Civil Rights Team's mission is to create a space where all kids feel safe, welcome, and respected.
 - LMS Operation Breaking Stereotypes began a half-dozen years ago at Leonard Middle School, as an effort to engage kids in three local schools: Indian Island School, Orono Middle School, and Leonard Middle School. Through OBS, kids express stereotypes they feel about each community, and the advisers work with kids to address those stereotypes through meeting each other, talking with each other about the issues raised, and collaborative projects to address stereotypes. As an example, the perspectives raised about the river from kids in each community vary (e.g., swimming, canoeing, rights, pollution).

- Wabanaki Reach interactive truth and reconciliation project; interactive map. Two LMS staff went to the initial training and brought what they learned back to the teaching staff. The interactive map work then happened with the 8th grade students

High School

The folder I shared contains these curricular units:

- [Physical Education Lacrosse](#)
- [AP US History 1491-1607](#)
- [AP US History 1607 - 1754](#)
- [AP US History 1754 - 1800](#)
- [Civics The Constitution](#)
- [US History Manifest Destiny The Native Conflict](#)

Please do not hesitate to contact us for clarification of what we share here, or for follow-up questions. I am the best primary contact for follow-ups, and will connect in the relevant teachers/administrators.

Sincerely,

Jon Doty

Cc: David A. Walker, Superintendent of Schools
RSU #34 Administrative Team



Unit Planner: 2nd Grade Unit The Bridge (Kerri version)

Social Studies 2

Tuesday, April 20, 2021, 3:24PM

RSU #34 Elementary School > 2020-2021 > Grade 2 > Social Studies > Social Studies 2 > Week 1 - Week 37

Last Updated: Tuesday, March 23, 2021
by Mary Keane

2nd Grade Unit The Bridge (Kerri version)

Keane, Mary; LaBree, Mackenzie; Stevens, Deb; Sugar, Gabrielle; Vafiades, Jenn; Vose, Erin

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

This unit (and many others) can be downloaded from: <http://www.penobscotculture.com/>

The Abbe Museum in Bar Harbor, Maine has a beautiful website full of resources and information:
<https://www.abbemuseum.org/>

Abbe Museum Educator Resources (google docs format):
https://drive.google.com/drive/folders/0B3AYBNfcR6D_QzInanVWZkZ3azA

Brief Unit Description

Indian Island, the Penobscot Nation Reservation is a unique community in many ways. It is unique because it is populated by the Penobscot Indians. But it is also geographically unique. Indian Island is an island in the Penobscot River. The community on this island has been isolated from the mainland culturally as well as physically. In the 1950's the old ferry that shuttled people across the river was retired. A large steel girder bridge was erected. This was a one lane bridge that brought change to Indian Island, both positively and negatively. By the mid 1980's, the old green girder bridge was replaced with a two lane bridge. The bridges that link the community of Indian Island to Old Town can be seen as a link that joined together the communities physically as well as metaphorically. This unit will explore the history and impact of these bridges.

Essential Question(s)

What is community?
What makes a community special?
What are some ways communities can be joined together?

Standards

ME: Social Studies (2007)

ME: Grades 3-5

Applications of Social Studies Processes

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas, and individually and collaboratively develop a decision or plan.

Civics and Government

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.

- b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

Economics

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world.

- a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.
- d. Explain examples of changes in the Earth's physical features and their impact on communities and regions.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- a. Identify examples of how geographic features unify communities and regions as well as support diversity.
- b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

- a. Describe examples in the history of the United States of diverse and shared values and traditions.
- b. Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Wabanaki Studies

Cultural Continuity & Change

Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of **Wabanaki** specific contributions that have been passed from generation to generation.

Sovereignty

Identify examples of sovereignty. For example, (economic) sovereignty allows the state of Maine to make a tax on goods and services; (geographic) sovereignty allows towns to build and maintain roads; (political) sovereignty allows the United States to create a military to defend its people; and (cultural) sovereignty allows Indigenous people in Maine to take and use natural resources like ash and sweet grass.

Economic Systems

Describe the contributions/ specialization of different groups in pre-contact **Wabanaki** society (work of women vs. men; hunters vs. elders; different trades such as canoe making, basket making or healing).

Territory

Identify, in general terms, **Wabanaki** ancestral homelands in Maine and the Maritimes and compare this with the five **Wabanaki** communities (reservations) that exist today. Make predictions about how geographic features and environment shaped **Wabanaki** culture.

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Revised Bloom's Taxonomy/Webb's Taxonomy/Depth of Knowledge

Bloom's: Remembering

- define

Bloom's: Understanding

- describe
- discuss

Bloom's: Applying

- write

Bloom's: Analyzing

- compare
- contrast

Bloom's: Creating

- write

Webb's Depth of Knowledge

- Webb's DOK Level 2 (Skill/Concept)
- Webb's DOK Level 3 (Strategic Thinking)

Evidence of Learning

Comparing Family and Community

Formative: Performance: Authentic Task

As a class, students will complete a Venn diagram that compares and contrasts a Family and a Community

Pictures of Change

Formative: Written: Informative

Children will view a collection of pictures that show Indian Island before the bridge and after the bridge. Each child will be responsible for three statements about a picture of their choice. Statements will be declarative, emotive and narrative.

Learning Plan

Read I Wish I were a Butterfly by James Howe. Model and discuss each child as a symbolic rock in a larger community.

Discuss what a community is and different roles people play in a community.

Read "Indian Island Bridge" by John Bear Mitchell to exemplify the expanded model of community on Indian Island.

Share collection of photographs of Indian Island at various times in history. Share statements and venn diagrams about how life on Indian Island was different before and after the bridge and what has stayed the same.

****SEE LINK TO PENOBSCOT CULTURE LESSON PLAN FOR MORE DETAILS****

Differentiation Plan

Consider including:

by Content
by Product
by Process

- **The collaborative nature and reliance upon discussion makes it easier to support each other as needed. There is more visual than language used to ground this unit which also supports differentiation.**

I	
The Bridge Unit Plan	
Resources for Students & Families	Resources for Teachers 5 Day Writing About Reading Lesson Plan connected to theme of community. Can be taught in tandem with Bridge Unit. 5 Day Lesson Plan Framework - Community.docx



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Unit Planner: 3rd Grade The Story of My Basket (Kerri version)

Social Studies 3

Tuesday, April 20, 2021, 3:20PM

RSU #34 Elementary School > 2020-2021 > Grade 3 > Social Studies > Social Studies 3 > Week 15 - Week 17

Last Updated: [Friday, August 18, 2017](#) by Jon Doty

3rd Grade The Story of My Basket (Kerri version)

Doty, Kristen; Gilbert, Jess; Harper, Brianne; Larrabee, Lindsey; Sullivan, Rachel; White, Sue

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

This unit includes an economic and cultural exploration of the importance of basketmaking to traditional and contemporary **Wabanaki** culture. **Wabanaki** baskets have evolved from functional, utilitarian objects to a commodity that is made not only to support many Native families but are also now considered valuable collectibles. The unit stresses the interdependence of community needed to produce a basket.

Essential Question(s)

What do we learn from our families?
Why did the **Wabanaki** ancestors make baskets?
How many people does it take to make a brown ash basket?

Standards

ME: Social Studies (2007)

ME: Grades PreK-2

Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.

e. Share information gathered using oral and visual examples.

Civics and Government

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand key ideas and processes that characterize democratic government in the community and the United States.

c. Identify community workers and volunteers and the roles they play in promoting the common good.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.

b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

Economics

C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the nature of economics as well as key foundation ideas.

a. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.

a. Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors.

b. Describe the work and contribution of various groups to the economics of the local community in the past and present.

Geography

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.

a. Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.

History

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.

a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Wabanaki Studies

Worldview

Compare common and unique aspects of culture, values, and beliefs between **Wabanaki** and other culture groups (including one's own).

Cultural Continuity & Change

Understand that all cultures (including one's own) have traditions and be able to give examples of **Wabanaki** specific traditions.

Diplomacy & Interdependence

Be able to recognize examples (historical or modern) of **Wabanaki** interdependence using stories, celebrations, and/or the arts.

Territory

Identify how geographic features impact **Wabanaki** people (for example, diet, transportation).

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Revised Bloom's Taxonomy/Webb's
Depth of Knowledge

Evidence of Learning
My Family is Special Sentence Strips

<p>Bloom's: Remembering</p> <ul style="list-style-type: none"> reproduce state <p>Bloom's: Applying</p> <ul style="list-style-type: none"> demonstrate <p>Bloom's: Creating</p> <ul style="list-style-type: none"> assemble construct create <p>Webb's Depth of Knowledge</p> <ul style="list-style-type: none"> Webb's DOK Level 2 (Skill/Concept) 	<p>Formative: Written: Essay Students will write a full sentence about what makes their family special.</p> <p>Tools and Household Items of the Wabanaki Formative: Performance: Skill Demonstration Each child will choose one artifact to draw and caption with a description including an approximate date when used of the tool/item and its use in Wabanaki communities. These will be bound and titled 'Tools and Household Items of the Wabanaki.'</p> <p>It Takes a Community to Make a Basket Summative: Written: Essay Each child will write and illustrate a book entitled "The Story of My Brown Ash Basket." Each page of the book will be dedicated to a step in the making of the brown ash basket with an accompanying illustration.</p> <p>The Story of My Bookmark Summative: Performance: Skill Demonstration Students will model the collaborative nature of basket making and then weave their own bookmark.</p>
<p>Learning Plan Students will discuss what their personal learning and traditions are that have been passed on and learned from family. Students will explore the importance of Wabanaki baskets. Students will exemplify the interdependence needed for a Wabanaki community to collaboratively produce a basket. Finally, students will weave a bookmark of their own. Story of My Basket Curriculum Unit Jobs in Basketmaking</p>	<p>Differentiation Plan Consider including: by Content by Product by Process</p> <ul style="list-style-type: none"> Varied graphic organizers will be used to support sentence and book page productions Peer/adult support can be used to support budding weavers.
<p>Resources for Students & Families</p>	<p>Resources for Teachers Penobscot Culture Curriculum Link Barbara Francis Master Basketmaker video The Wabanaki of Maine and the Maritimes resource book Story of My Basket</p>



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Unit Planner: America: Its Culture and People Social Studies 6

Tuesday, April 20, 2021, 3:57PM

RSU #34 Middle School > 2020-2021 > Grade 6 > Social Studies >
Social Studies 6 > Week 1 - Week 8

Last Updated: [Wednesday, March 31, 2021](#)
by Lori Townsend

America: Its Culture and People

Bailey, Kate; Henry, Jantha; Pratt, Richelle; Schlaefel, Danny; Townsend, Lori; Wibby, Vanessa

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Unit One: All About You

See the Playlist Below for "Amphibious Learning."

Theme: Similarities and Differences

Projects & Assessments:

- All About You Map (Graphic Organizer)
- Family History (Family Tree, Family Interview, Immigration, Customs, and Traditions)
- Interview Process

Wabanaki Studies

- Map of Maine (Tribal Lands)
- Cultural Iceberg
- Stereotypes (See Resource Below)
- Changes in Sports Mascots/Schools
- Reading NewsELA articles to discuss **Wabanaki** culture, economic opportunities, and sports mascots

Product:

- Poster
- Slide Presentation
- Essay

[Unit 1 All About You Playlist I.pdf](#)

[Wabanaki.pdf](#)

[Wabanaki Resource](#)

Brief Unit Description

The unit addresses cultural relationships between ethnic groups, roles in society, and cultural influences within societies. Throughout the unit, students will explore the rights and responsibilities citizens have within their culture; as well as how cultures assimilate through shared customs and traditions. Through the lens of a student's own family history, the class will discuss how students are alike, similar, and different in some of their family traditions in customs. By the conclusion of the unit, students will draw conclusions on what unifies a nation, how cultural norms, traditions, and customs are sustained within a diverse society, and the assimilation of new people and cultures.

Essential Question(s)

What is culture? (See first attachment below)

How do cultures develop? (See **second** attachment below)

What elements make cultures distinct from one another

What contributions have Native Americans made to American culture?

(See **Wabanaki** resource above unit description)

How have sports mascot names changed over time?

- Stereotypes
- Sports Mascots in Maine and America

(See resource to prompt discussion)

Discussion Assessments: Reading NewsELA Articles

How do people assimilate into other cultures?

How do people maintain their cultures and keep their traditions and customs?

Why is preserving a culture important?

Why has the rate of cultural change been increasing?

What role does government play in cultures?

How do I fit into American Culture?

Where do I come from? (**Third** attachment will be used as an assessment)

Types of government: What does sovereign mean?

[What is culture.pdf](#)

[What is culture 2.pdf](#)

[Where I am From.pdf](#)

[honor or insult .pdf](#)

Standards

ME: Social Studies (2007)

ME: Grades 6-8

Applications of Social Studies Processes

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

- a. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.

Civics and Government

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.

- b. Describe the political structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.

Economics

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

- b. Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.

- d. Describe the impact of change, including technological change, on the physical and cultural environment.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

b. Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

a. Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.

a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.

b. Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

Wabanaki Studies

Worldview

Compare the **Wabanaki** culture through time with other culture groups (including one's own) and describe major turning points and events pertinent to the **Wabanaki** people. Describe how history has impacted/ impacts worldview using **Wabanaki** and other culture groups.

Cultural Continuity & Change

Identify and compare **Wabanaki** culture over time with a non-European culture to show how cultures change as a result of both internal (e.g., innovation) and external (e.g., interaction) with peoples and/or environments.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

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[Social Studies Matrix of Standards.pdf](#)

Revised Bloom's
Taxonomy/Webb's Depth
of Knowledge

Remembering

- define
- list

Understanding

- describe
- discuss
- explain
- identify

Applying

- write

Analyzing

- compare
- contrast
- examine
- question

Evaluating

- select
- support

Creating

- create
- write

Evidence of Learning

Culture Vocabulary

Summative: Other: Quiz

Students will learn content specific vocabulary in order to understand the concepts in the chapters on the topic of culture. Students will be able to apply this understanding during class discussions, brief writing projects, and able to demonstrate understanding when creating a presentation about their customs, traditions, and family heritage.

What is Culture

Formative: Test: Common

Students will demonstrate understanding of the introductory elements on the topic of culture. The test is short answer and multiple choice. Use with formative assessment 1 PDF from the links.

Family History Keynote

Summative: Performance: Authentic Task

Students will demonstrate their understanding and answer the following questions in the keynote presentation: What are examples of culture and how do individual families reinforce traditions and customs; as well as demonstrate their family values. Also, students will consider and show, in what way their family assimilated into American society; as well as Maine, and their smaller communities. Students will interview family members to find out where they came from, what role does their family heritage play in their customs and traditions today.

Â

The culminating activity will demonstrate a student's work on the topic of culture and family heritage from the beginning to the end of the unit.

[Oral Presentation Rubric.pdf](#)

[Family History task list.pdf](#)

Chapter Quizzes from Textbook

Summative: Test: Standardized

Students will study the chapter and discuss key concepts as a whole group and with partners. Students will take the chapter quiz at the end of the section to demonstrate understanding of key concepts and ideas. Though the assessment is summative, students will have an opportunity to review, discuss, and demonstrate understanding at another time if needed.

Primary/Secondary Sources: Separating Fact from Opinion

Formative: Other: Quiz

Fact and Opinion Lesson using a slide demonstration by former LMS Librarian, Kathy Whedon (Slide Presentation Lesson Below)

Kahoot follow-up for formative assessment

Reteach if necessary with a second Kahoot in a discussion format before answering each question.Â

[Kahoot Primary/Secondary Sources](#)

[Kahoot Primary/Secondary Sources #2](#)

[PRIMARY SOURCES LESSON by Kathy Whedon.pptx](#)

Wabanaki People and Culture

Formative: Oral: Discussion

Students will read a variety of articles that address aspects ofÂ **Wabanaki** culture, their economic opportunities, and how the issue of Native American Mascots has been resolved in Maine.

[lib-katahdin-monument-2000001914-article_only.pdf](#)

[lib-maine-activists-baseball-name-2001018780-article_only.pdf](#)

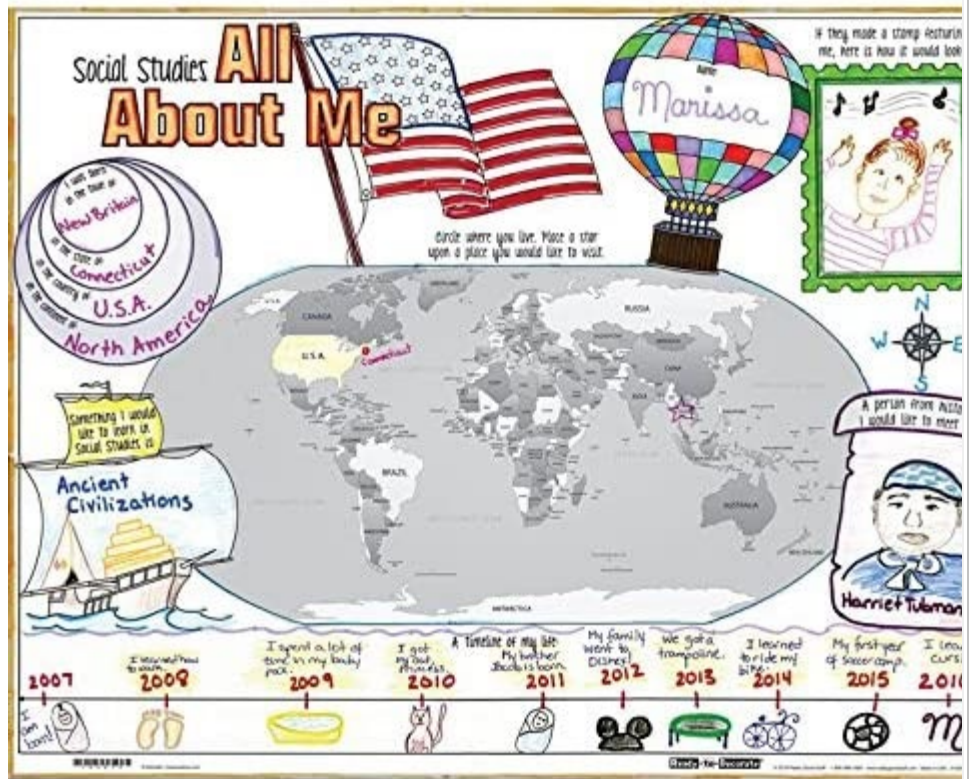
[lib-maine-bans-native-mascots-2000001826-article_only.pdf](#)

[lib-maine-tribal-rights-change-2000002075-article_only.pdf](#)

[lib-wabanaki-economic-dev-2000001912-article_only.pdf](#)

[native-americans-census-2001004536-article_only.pdf](#)

	Culture Vocabulary II.pdf Culture Vocabulary on Quizlet Culture Formative Assessment 1.pdf Primary Secondary Sources From Atlas Unit.pdf Worksheet for primary and secondary sources.pdf
<p>Learning Plan</p> <p>Students will</p> <p>Learn and define content area vocabulary</p> <p>Compare and contrast different cultures during class discussions and with the use of graphic organizers to identify the differences and similarities</p> <p>Identify family traditions and customs</p> <p>Determine the rights and responsibilities of citizens within a culture and how he/she participates in American culture</p> <p>Describe how different ethnic groups share and contribute to American Culture</p> <p>Discuss customs and traditions and how they are alike and different from classmates</p> <p>Read and discuss key elements of culture from nonfiction articles on the topic of culture</p> <p>Contribute thoughts and ideas during class discussions</p> <p>Create a family history and tree that describes the student's heritage (Personal History)</p> <p>traditions.pdf familygroup.pdf Fifty Questions for Family History Interviews – genealogy.about.com – Readability.pdf L3 Children and Family History.pdf Melting Pot of Many-Ref. 1607.pdf Melting Pot: Ethnicity reading Immigration.pdf stepfamily.pdf my family tree lines color.pdf Stereotypes Unit: Penobscot Nation</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <p>by Content</p> <p>by Product</p> <p>by Process</p> <p>Tiered Instruction</p> <ol style="list-style-type: none"> 1. Family Tree will be differentiated by individual participation 2. Formative pieces that will lead to the summative product will be assessed along the way. The amount of information may be shortened and assignments reduced based on individual needs. 3. For those students unable to find out a lot of information or access family members can participate in the interview process at school with an adult or interview a fellow student. (General rather than personalized) 4. Parts of the Keynote presentation about Family Heritage will be differentiated by individual participation (What is most important to share) <p>Student Learning Style:</p> <p>Able to answer key essential questions in a variety of formats</p> <p>Leveled graphic organizers for a family tree, interview questions, and product</p> <p>Learning Opportunities are Varied</p> <p>Teacher to the whole group</p> <p>Small group: Think, Pair, Share</p> <p>Partners: Developing key questions</p> <p>Reading opportunities with leveled text</p> <p>Teacher assistance and modeling with text</p> <p>Individualized Writing workshop</p> <p>Mini-lessons</p> <p>Cluster grouped based on the level of the need</p> <p>Individualized instruction</p> <p>Compacted to accelerate learning opportunities and development of concepts and ideas</p> <p>Final Product: Summative Assessment</p> <p>Introduction to Presenting to an Audience</p>



Resources for Students & Families

New Resources added below for 2020.

1. Reading attached below
 2. NewsELA Article: **Maine Tribes' Basket Weaving** (Assigned to Classroom)
- Article #2: **Cookie Art has a Message**

[American Culture a Melting Pot.pdf](#)
[Scholastic Immigration Virtual Tour](#)

Resources for Teachers

1. Family Tree Online Site: Lots of activities for students to explore and do (See link below)

2. The Family History Resource is great for a writing assignment about a family custom, tradition, or story

3. The Wabanaki text published by the Abbe Museum has many activities for teachers to implement with students to discover, discuss, and learn about their culture through experiential experiences

Textbooks may be out of print:

Jacobs, H. H., Randolph, B. & LeVasseur, M. L. (2000). Prentice-Hall Textbook: The United States and Canada. "The United States: A Nation of Immigrants." Needham, MA: Prentice-Hall.
 -Chapter 3, Section 1

Jacobs, H. H., Randolph, B. & LeVasseur, M. L. (2000). Prentice-Hall Textbook: Geography: Tools and Concepts. "What is Culture." Chapter 4. Needham, MA: Prentice-Hall.

[Family Tree Online Site](#)
[Great Family History Resource](#)
[Wabanaki.pdf](#)



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Unit Planner: **Wabanaki** Root Club

Art 6

Tuesday, April 20, 2021, 3:56PM

RSU #34 Middle School > 2020-2021 > Grade 6 > Visual and Performing Arts > Art 6 > Week 35 - Week 37

Last Updated: [Wednesday, August 16, 2017](#) by Adele Drake

Wabanaki Root Club
Drake, Adele; Nickerson, Lynn

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

This will be my third year applying for a grant to go to the Hudson museum to study root clubs. I think it is essential part of my curriculum because it provides access to this community resource and introduces students to the rich cultural heritage of the history this place.

Brief Unit Description

Students travel to the Hudson Museum for a tour of the collection with a focus on the History of the **Wabanaki** and in particular their practice of making root clubs and walking sticks. These works will then be displayed in the district wide art show. This unit of study is designed to make students aware of how culture shapes art. What was initially a weapon has evolved into an art object. This art object is now strictly used for ceremonial or exhibiting purposes and it carries deep significance both culturally and personally to the artist. Students will be asked to decide what animals, colors, patterns or portraits they would like to put on their root club which will require them to reflect on what they value and what they identify with. They must then use the available materials to realize their plan and do this through a multiple stage process with lots of choices to be made. They will then write up a description of their root club and explain what they made and why that made it the way that they did.

Essential Question(s)

How does culture shape the making of art objects?

Standards

ME: Visual and Performing Arts (2007)

ME: Grades 6-8

Creation, Performance, and Expression: Visual Arts

B4 Exhibition

Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

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Revised Bloom's Taxonomy/Webb's Taxonomy Depth of Knowledge

Bloom's: Applying

- choose
- employ
- interpret

Evidence of Learning

Root Clubs

Formative: Project: Visual Arts

Group critique of root club

Summative: Oral: Discussion


 [Critique Rubric](#)

Learning Plan

Visit art museum and sketch from actual **Wabanaki** root clubs.

Differentiation Plan

Consider including:
by Content

<p>Fill out worksheet in Google Classroom on idea plan for their root club design. Make several thumbnail sketches on their design ideas. Select a stick use paper mache to forms and then paint the forms and stick. Exhibit at the district wide art show and the participate in a classroom formal critique.</p> <p> Wabanaki Club root</p>	<p>by Product by Process Have some students answer the questions on the worksheet verbally and have help entering them on the computer.</p>
<p>Resources for Students & Families</p> <p>Hudson Museum</p>	<p>Resources for Teachers</p> <p>Hudson museum</p>



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Unit Planner: Changing Land Science & Engineering 4

Tuesday, April 20, 2021, 3:31PM

RSU #34 Elementary School > 2020-2021 > Grade 4 > Science and Engineering > Science & Engineering 4 > Week 1

Last Updated: [Monday, July 16, 2018](#) by Kerri Dexter

Changing Land

DeFroscia, Charline; Dexter, Kerri; Gerrish, Bethany; Harper, Brianne; Ouellette, Laurie; Rand, Todd

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

While building Maine Maps (borders, direction, landforms, waterforms, watersheds, human vs. natural resources and borders and control) segue into changing land forms. Mystery Science has a great hook to discuss Pangea, Ring of Fire, evidence of changing land and tectonic plates. Then utilize changing land STEM kit to discuss the layers of land and changes over time. This will also set up a foundation for glacial recession as a beginning of human inhabitants in this place we call Maine, the **Wabanaki** people. The student will make observations and or measurements to provide evidence of the effects of weathering or erosion.

Essential Question(s)

Why do some rock formations become smaller over time?

Standards

NGSS: Disciplinary Core Ideas

NGSS: Grade 4

ESS2: Earth's Systems

ESS2.A: Earth Materials and Systems

Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)

ESS3: Earth and Human Activity

ESS3.B: Natural Hazards

A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.)

ETS1: Engineering Design

ETS1.C: Optimizing the Design Solution

Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3) (secondary to 4-PS4-3)

Revised Bloom's Taxonomy/Webb's Depth of Knowledge

Bloom's: Remembering

- define
- repeat
- reproduce state

Bloom's: Understanding

- describe
- discuss
- explain
- identify
- recognize
- report
- translate

Bloom's: Applying

- demonstrate
- dramatize
- illustrate
- interpret
- sketch
- solve
- use
- write

Bloom's: Analyzing

- appraise
- compare
- contrast
- differentiate
- examine
- experiment
- question
- test

Bloom's: Evaluating

- appraise
- judge
- select
- support
- evaluate

Bloom's: Creating

- construct
- create

Webb's Depth of Knowledge

Evidence of Learning

Summative STEMscopes assessment

Summative: Performance: Authentic Task

See the STEMscopes assessments under the "Evaluate" tab on the STEMscopes website.

<ul style="list-style-type: none"> • Webb's DOK Level 1 (Recall) • Webb's DOK Level 2 (Skill/Concept) • Webb's DOK Level 3 (Strategic Thinking) • Webb's DOK Level 4 (Extended Thinking) 	
Learning Plan On the STEMscopes website, see the following tabs for the learning resources for this kit: <ul style="list-style-type: none"> • Engage • Explore • Explain • Elaborate Birth of Rocks Mystery	Differentiation Plan Consider including: by Content by Product by Process On the STEMscopes website, see the "Acceleration" and "Intervention" tabs for differentiation resources.
Resources for Students & Families	Resources for Teachers Teacher background available at the beginning of each unit on STEMscopes.



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Unit Planner: Family Social Studies K

Tuesday, April 20, 2021, 3:28PM

RSU #34 Elementary School > 2020-2021 > Kindergarten > Social Studies >
Social Studies K > Week 1

Last Updated: [Monday, July 24, 2017](#)
by Kerri Dexter

Family

Henry, Stacy; Kaye-Schiess, Megan; Lolar, Brianne; McCrea, Ellie; Rand, Carrie; Reesman, Michelle; Rhoads, Laura; Smith, April; Wilcox, Jill

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

To learn what makes up a family and what traditions our families have.

Essential Question(s)

Who is in your family?

What special traditions does your family have?

Standards

ME: Health and Physical Education (2007)

ME: Grades PreK-2

Health Education

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C1 Healthy Practices and Behaviors

Students demonstrate age-appropriate healthy practices to maintain or improve personal health.

a. Choose healthy foods.

ME: Social Studies (2007)

ME: Grades PreK-2

History

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.

a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

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Revised Bloom's Taxonomy/Webb's
Depth of Knowledge

Bloom's: Understanding

- describe

Bloom's: Applying

Evidence of Learning

Family Traditions

Oral: Discussion

Students will share during class group time what, if any, family traditions they have.

<ul style="list-style-type: none"> • illustrate <p>Bloom's: Analyzing</p> <ul style="list-style-type: none"> • compare • contrast <p>Bloom's: Creating</p> <ul style="list-style-type: none"> • create <p>Webb's Depth of Knowledge</p> <ul style="list-style-type: none"> • Webb's DOK Level 2 (Skill/Concept) 	
<p>Learning Plan</p> <p>Drawing a picture of our families. Making a family tree. Having a family breakfast. Discuss nutrition of family favorite foods and how they are prepared. What I like to do with my family class book. Brother and Sister graph. Family Tissue box project. "Tell Me What You Like to do" a family song. Family pet graph. Family Ties Unit (Wabanaki curriculum inclusion): students define family and community and comparing family relationships among different cultures.</p> <p>Family Ties Unit</p>	<p>Differentiation Plan</p> <p>Consider including: by Content by Product by Process</p> <ul style="list-style-type: none"> • Depending on classroom needs, projects and discussions may need to be adjusted.
<p>Resources for Students & Families</p>	<p>Resources for Teachers</p> <p>And Tango Makes Three by Justin Richardson and Peter Parnell Who's In a Family? by Robert Skutch The Kissing Hand by Audrey Penn Tell me again about the night I was born by Jamie Lee Curtis Owl Babies by Martin Waddell Just Me and My Dad by Mercer Mayer Who's in my Family? by Robie H. Harris</p>



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Unit Planner: Geography/Maine Map Social Studies 4

Tuesday, April 20, 2021, 3:24PM

RSU #34 Elementary School > 2020-2021 > Grade 4 > Social Studies >
Social Studies 4 > Week 11 - Week 22

Last Updated: [Wednesday, July 25, 2018](#) by Kerri Dexter

Geography/Maine Map

DeFroschia, Charline; Dexter, Kerri; Gerrish, Bethany; Harper, Brianne; Ouellette, Laurie; Rand, Todd

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

This unit involves the researching of Maine in all areas and involves the developing and labeling of a map and the writing of paragraph to describe how Maine's resources affect the people.

Essential Question(s)

1. What are the significant areas in Maine including counties, natural resources, mountains, rivers, major cities, the capital, lakes, historic sites, landforms, **Wabanaki** seasonal sights, and major watersheds along with being able to locate and use titles, keys, the compass rose, the equator, and prime meridians?
2. How does Maine's physical environment support or constrain human activities?

Standards

ME: Social Studies

ME: Grades 3-5

Economics

C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.

b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

b. Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world.

a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

- b. Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and prime meridian.
- c. Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.
- d. Explain examples of changes in the Earth's physical features and their impact on communities and regions.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- a. Identify examples of how geographic features unify communities and regions as well as support diversity.
- b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Speaking and Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Revised Bloom's Taxonomy/Webb's Taxonomy Depth of Knowledge

Remembering

- recall

Understanding

- discuss
- explain
- identify
- locate
- paraphrase

Applying

- demonstrate
- interpret
- sketch
- write

Analyzing

- compare

Evidence of Learning

Maine Map

Summative: Performance: Authentic Task

1. Student will be able to locate and label significant areas on a Maine map including counties, natural resources, mountains, rivers, major cities, the capital, lakes, historic sites, landforms, **Wabanaki** seasonal sights, and major watersheds along with being able to locate and use titles, keys, the compass rose, legends, borders, and longitude and latitude lines.
 - Rivers – Penobscot, Kennebec, Androscoggin, St. John, Saco
 - 16 Counties (song will help)
 - Mountains – Katahdin, Sugarloaf, Old Speck, Crocker, Bigelow (Appalachian), Borestone
 - Landforms - Waterways (watersheds), rocky bays, sandy beaches, cliffs
 - Major Cities – Portland, Lewiston, Bangor
 - Capital – Augusta
 - Lakes – Moosehead, Sebago, Chesuncook, Mooselookmeguntic, East Grand

<ul style="list-style-type: none"> • distinguish • examine • question <p>Evaluating</p> <ul style="list-style-type: none"> • select • support <p>Creating</p> <ul style="list-style-type: none"> • construct • create • develop • write • 	<ul style="list-style-type: none"> • Historic Sites – Fort Knox, Fort Halifax, Fort Western, State House, Harriet Beecher Stowe House, Wadsworth-Longfellow House • Map Skills – I-95 route, title, key, compass rose, borders • Wabanaki Seasonal Sites – spring (river), summer (seashore), fall (upriver), winter (big woods) • Watersheds – Androscoggin, Casco Bay, Central/Eastern Coastal, Kennebec, Penobscot, Piscataqua, Saco, St. Croix, St. John <p>Paragraph Summative: Written: Narrative</p> <ol style="list-style-type: none"> 1. Students will be able to write a well developed paragraph describing how Maine’s physical environment supports or constrains human activities. Students may explain and/or illustrate. Students should include the area of Augusta. Possible paragraphs could be persuasive, narrative, or expository of a Maine adventure or Maine highlights. <p>Resources include, but are not limited to, papermaking, fishing, tourism, logging/lumbering, potato and blueberry harvesting, and boat making. Recreation include, but are not limited to, skiing, snowmobiling, ice fishing, hiking, sailing, bicycling, fishing and hunting.</p>
<p>Learning Plan</p> <p>The teacher will support students by making sure materials are readily available. The teacher will assist in the learning of key understandings of maps and of the State of Maine. The teacher will support the students in technology and assist in guiding of student ideas and project. Maps should include clear labels of natural resources found in the state of Maine and the economic impact of these natural resources on the culture of Maine.</p> <p>An extension of this unit is to put Maine in the context of the entire United States with focus on US borders, bodies of water, mapping and mountain ranges.</p> <p>**See binder/attachment of binder activities for Giant MAP. There are activities about Grids, Physical Features, Cardinal Directions, Map Scale and Measuring Distance and GIS (Geographic Information Systems.)</p> <p>Interactive map making National Geographic State Giant Map Ways to Embed Giant Maine Map Lessons into Current Social Studies Curriculum.docx</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <p>by Content by Product by Process</p> <ol style="list-style-type: none"> 1 A teacher can add features or take away features from a map to meet the needs of individual students. 2 A teacher may wish their students to do a map on the computer instead of a paper map. We did salt dough maps which were a lot of fun. <p>I have 3rd and 4th graders. My 4th graders did salt dough maps in 3rd grade, so I may have my 3rd graders create a more in-depth map on-line while my 3rd graders do the salt dough maps.</p>
<p>Resources for Students & Families</p>	<p>Resources for Teachers</p> <p>Book Titles</p> <p>Acadia National Park: A True Bookby:Wende Fazio Young Geographersby:Marcia Freeman Our Book of Mapsby:David Flint</p>

Hello Out There: All About Maps by: Catherine Chambers
Maine: Hello U.S.A. by: Leanne Engfer
From Sea to Shining Sea: Maine by: Dennis Fradin

[Ways to Embed Giant Maine Map Lessons into Current Social Studies Curriculum.docx](#)



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Unit Planner: Geography: Map Skills Social Studies 6

Tuesday, April 20, 2021, 4:02PM

RSU #34 Middle School > 2020-2021 > Grade 6 > Social Studies >
Social Studies 6 > Week 6 - Week 14

Last Updated: [Saturday, March 20, 2021](#)
by Lori Townsend

Geography: Map Skills

Bailey, Kate; Henry, Jantha; Pratt, Richelle; Schlaefel, Danny; Townsend, Lori; Wibby, Vanessa

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Five Themes of Geography Focus

Location

Relative Location

Absolute Location

Place

Physical, geographical, and cultural characteristics of a location

Region

State, Country, and the World

Brief Unit Description

Geographers use five themes to gather, organize, and analyze information. Students will learn and discuss how the themes can help people learn geographic locations. The how and why people move; as well as identify the locations on different political maps. Students will learn the key terms and vocabulary necessary to read, interpret, and access information from a map. The study of how human-interaction can affect an environment and the relationship that people have with the environment and its impact on the people. The unit also will develop skills in comparing and contrasting different regions through their physical and cultural characteristics.

Essential Question(s)

Theme One:

What is geography?

How do the five themes of geography help people gather, organize, and analyze information?

What do maps have in common?

Why is it important to learn the parts of a map?

What tools are needed to understand how to read a map and find a location?

Theme Two: How are geographical features seen in the cultures of the people that live in the region?

-Foods

-Colloquialisms

-Language

-Jobs

Theme Three: How do geographical features determine the diversity of animal and bird species that inhabit the area?

-Symbols of Maine and America

-Habitats

-Environment/Human Interaction

Theme Four: Wabanaki Studies

-Map of Tribal Lands

-**Wabanaki** People of Maine

-Assessment

[Maps Glencoe.pdf](#)

[\[Template\] culture-activities.pdf](#)

[Our Backyard: Geography and Culture Learning Board](#)

[map-skills-activities.pdf](#)

[Grade Five Geography.pdf](#)

[GEOGRAPHY SKILLS WORKSHEETS \(1\).pdf](#)

Standards

ME: Social Studies (2019)

ME: Grades 6-8

Geography

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

(F1) Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives. *

(F2) Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources. *

(F3) Evaluating a geographic issue of physical, environmental, or cultural importance. *

(D2) Describing the impact of change on the physical and cultural environment.

Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations. *

(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

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Revised Bloom's Taxonomy/Webb's Depth of Knowledge

Bloom's: Remembering

- define
- memorize
- recall

Bloom's: Understanding

- discuss
- identify
- locate
- report

Bloom's: Applying

- illustrate
- write

Bloom's: Analyzing

- compare
- contrast
- examine

Bloom's: Evaluating

Evidence of Learning

Elements of a Map

Formative: Performance: Skill Demonstration

Labeling, identifying, recalling, drawing, creating, and defining

[Major Elements of a Map Assessment pages](#)

My Country Report

Summative: Written: Informative

Students research a country of interest. In the report, students share the lives of the people who live there, their language, customs, regions, cultural elements, geographical features, and the environment.

[Country Report Packet.pdf](#)

[Country Report Rubric](#)

[Report All About a Country Checklist.pdf](#)

Maine Tribal Lands Map Study

Formative: Other: Quiz

Using the map, students will describe the region where the different Tribal Bands of Wabanaki live.

[University of Maine: Map](#)

[Wabanaki Resource for teachers and students](#)

Wabanaki People: Jigsaw

Formative: Performance: Authentic Task

Students will study one of the four bands of Native People and the tribal lands where they live. In a jigsaw model, students will share with their peers what they have learned from their study of the Maliseet, MicMac, Penobscot, and Passamaquoddy People in Maine.

[Wabanaki People of Maine](#)

Geography Vocabulary Terms

Summative: Other: Quiz

Students have a weekly set of vocabulary to study and practice.

[Vocabulary Practice Worksheet](#)

[Rubric for Vocabulary Assessment](#)

[Quizlet: A Geographer's Tools](#)

[2nd Set of Vocabulary Themes of Geography](#)

<ul style="list-style-type: none"> • support <p>Bloom's: Creating</p> <ul style="list-style-type: none"> • develop <p>Learning Plan for Geography</p>	
<p>Learning Plan</p> <p>Students will engage in the study of geography through the use of the five themes and a variety of maps.</p> <ul style="list-style-type: none"> •Introduction to map vocabulary through a brainstorm of terms for a map •Create a word wall of vocabulary and definitions •Define key terms and vocabulary for maps using technology •Identify map elements; a key, scale, longitude and latitude, symbols, etc. •Demonstrate understanding of the five themes through examples and discussion •Compare and contrast similarities and differences of a variety of maps •Find locations on a map using longitude and latitude (Political Maps or Weather) •Find locations on a map using a scale (Political maps) •Find locations on a map using a grid: letters and numerals (State Map Practice) •Design a map of the neighborhood where you live (Differentiate for Choice) •Explain the difference between relative location and absolute location <ul style="list-style-type: none"> • Identify Tribal Lands in Maine (Map Study) • Describe the different groups of 	<p>Differentiation Plan</p> <p>Consider including:</p> <p>by Content by Product by Process</p> <p>Map Skills Different levels of map skills (Introductory, Developing, and Advanced) Pre-assess level of understanding-Cluster Group</p> <p>Content: All pre-assess using a variety of maps to assess the entry point for learners for latitude and longitude</p> <p>Process: All students will be provided with the basic and introductory elements of longitude and latitude lines and how they are used to find absolute locations around the world. Use of videos to identify and explain lines of longitude and parallel lines latitude Some students will be provided maps at a different grade span and expectation A few students will be provided an extension based on their understanding of the introductory concepts</p> <p>Product: Able to identify coordinates on a map</p> <p>Entry Point for Wabanaki of Maine Map Study Discussion in class, a video on Maine, and student-generated thoughts/ideas on possible areas for tribal lands based on prior knowledge (Visual demonstration)</p> <p>All will receive a map Some will need assistance locating the group of people and tribal lands: Partner with a small group or with a trusted friend/Aid from the teacher A few will move on to an extension activity once the map is complete: Starting the Jigsaw activity and choosing one Wabanaki group of people to learn more about and share the information with the class.</p> <p>Vocabulary Study All students are expected to learn and apply their understanding of the vocabulary to maps and how maps can be used to identify locations, absolute locations, and the elements of a map</p> <p>Process All are provided with practice sheets, Quizlet link for practice Day of assessment: Computer test: Generate Multiple choice, paper copy, and assisted reading if necessary</p> <p>Some will Listen to the vocabulary word Practice using a computer program Print flashcards Study a limited amount of words each week</p> <p>Jigsaw for Wabanaki Studies Different levels for reading skills (Introductory, Developing, and Advanced) Pre-assess level of understanding and ability to access the reading material-Cluster Group -Teacher assisted 1/4 student ratio for introductory learners -Partner work for developing level learners -Advanced group, small group, partners, to individual</p>

Native People in Maine

- Identify geographical areas and the natural resources available for the **Wabanaki** People
- Discuss the meaning of Sovereignty and what it means to the **Wabanaki** People
- Standard Attachment (See **Wabanaki** History and Culture-Sovereignty)

[Learning Board: Geography/October](#)
[Learning Board: Geography & Animals](#)
[September Learning Board Activities](#)
[Integrated Learning Board for Social Studies](#)
[Learning Board: Animals of Maine](#)
[Learning Board: Thanksgiving Traditions](#)
[Learning Board: American Animals](#)
[wabanaki history and culture-sovereignty \(1\).pdf](#)

Report out process: May be completed in small groups, as a pair to share with others or a whole group.

The choice for project-based summative map skill assessment

-Large Poster Presentation as an end-of-unit summative assessment
Posters created by Really Good Stuff (All About a Country)

All About a Country

Who is the main leader of the country?
What position does he or she hold?

Draw and color the country's flag.

Quick Information
Population: _____ Continent: _____
Main language: _____ Hemisphere: _____
Capital city: _____ Land area: _____

Draw a colored arrow that points to the location of the country.

If you were to travel from your city to the country's capital, how many miles would you travel?

Draw and color the country's outline. Label its capital city.

What countries and/or oceans border the country?

Draw and label one of the country's natural resources or products.

List three interesting facts about the country:
1. _____
2. _____
3. _____

Special Holidays and Traditions
Name a special holiday or tradition celebrated in the country, and draw a picture to represent the event or custom.

Write a paragraph that explains why you would or would not like to visit this country.

How do you say hello in the country? Write the word(s) and pronunciation.

by: _____

Resources for Students & Families

Resources for Teachers

Jacobs, H. H, Randolph, B. & LeVasseur, ML. (2000). Prentice-Hall World Explorer: Geography Tools and Concepts. Needham, MA: Prentice-Hall.

- Geography skills handbook: Prentice Hall
- Enchanted Learning: Online Teacher Resource
- Edhelper: Online Teacher Resource
- Quizlet
- Various PDF
- Wabanaki** Studies
- See Attachments

[United States Map Test](#)
[Longitude and Latitude practice](#)
[Standards for Social Studies pages](#)
[Social Studies Matrix of Standards.pdf](#)

	Map Terms Introduction Maine Counties Map Prentice Hall Assessment Online Intro.
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Unit Planner: Homeland Social Studies 3

Tuesday, April 20, 2021, 3:23PM

RSU #34 Elementary School > 2020-2021 > Grade 3 > Social Studies >
Social Studies 3 > Week 16

Last Updated: [Monday, July 17, 2017](#) by
Kerri Dexter

Homeland

Doty, Kristen; Gilbert, Jess; Harper, Brianne; Larrabee, Lindsey; Sullivan, Rachel; White, Sue

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Students will have the opportunity to experience and better understand complex knowledge Penobscot people had of the environment prior to contact with European settlers. For this unit, students will become historians and gather information about the Penobscot people and their detailed knowledge of this land for thousands of years. These historians will have opportunities to look at maps with place names labeled in Penobscot, learn more about Penobscot meanings and navigate their way through the Penobscot River based on language.

Essential Question(s)

What is 'life source' for the Penobscot people?
What does 'homeland' mean to Penobscot people?
What Penobscot cultural traditions and beliefs shaped and continue to shape uses of resources and their homeland?

Standards

ME: Social Studies (2007)

ME: Grades 3-5

Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

b. Identify key words and concepts related to research questions, making adjustments when necessary.

Civics and Government

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.

b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world.

- a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.
- d. Explain examples of changes in the Earth's physical features and their impact on communities and regions.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- a. Identify examples of how geographic features unify communities and regions as well as support diversity.
- b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

History

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

- b. Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Wabanaki Studies

Worldview

Understand that the inter-dependency of life is central to the **Wabanaki** worldview. This will be similar and different from other cultural worldviews.

Cultural Continuity & Change

Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of **Wabanaki** specific contributions that have been passed from generation to generation.

Territory

Identify, in general terms, **Wabanaki** ancestral homelands in Maine and the Maritimes and compare this with the five **Wabanaki** communities (reservations) that exist today. Make predictions about how geographic features and environment shaped **Wabanaki** culture.

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Revised Bloom's Taxonomy/Webb's Taxonomy
Depth of Knowledge

Bloom's: Remembering

- list

Bloom's: Understanding

- discuss

Bloom's: Applying

- interpret

Bloom's: Analyzing

- compare
- contrast

Evidence of Learning

Learning Log

Summative: Written: Journal/ Diary

Students will log their ongoing learning about:

- Definition of lifesource
- Names of places in Penobscot language that represent the geographic/natural features of that place
- Traditional uses of land, water and natural resources by Penobscot.

<p>Bloom's: Creating</p> <ul style="list-style-type: none"> • write <p>Webb's Depth of Knowledge</p> <ul style="list-style-type: none"> • Webb's DOK Level 2 (Skill/Concept) 	
<p>Learning Plan</p> <p>Pre-assess by making a 'blind' web of students perceptions of what a lifesources is. Watch The River and it's People (video) Investigate Place Names Map and translations Re-visit initial blind web with new learning. Explore samples from Section D 18-63) of Wabanakis of Maine and the Maritimes which exemplify usage of natural resources of the Penobscot Lifesource. Discuss how the lifesource's usage has changed over time especially comparing and contrasting how life changed pre and post European contact. Log new learning as the unit progresses. **SEE UNIT PLAN ATTACHMENT FOR MORE DETAILED LESSON PLAN NOTES; THIS UNIT WAS ORIGINALLY DESIGNED TO FIT 5-8 STANDARDS SO WILL NEED TO BE MODIFIED TO FIT 3-5...UTILIZE DOWNLOADABLE VISUALS TO MODIFY. Homeland Unit Lesson Plans</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <ul style="list-style-type: none"> by Content by Product by Process <p>Pronunciation/alphabet key for placenames map</p> <p>Pictures to match placenames map locations</p>
<p>Resources for Students & Families</p>	<p>Resources for Teachers</p> <p>Wabanakis of Maine and the Maritimes resource book</p>



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Unit Planner: Justice for all? Social Studies 8

Tuesday, April 20, 2021, 3:47PM

RSU #34 Middle School > 2020-2021 > Grade 8 > Social Studies > Social Studies 8 > Week 10 - Week 14

Last Updated: [Saturday, March 27, 2021](#)
by Ciera Colvin

Justice for all?

Barker, Shane; Colvin, Ciera; Nesin, Gert

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Went well:

- Overall the presentations were great. Most kids did a nice job.
- Dawnland went over well and there was a good discussion in my classroom.

Want to change:

- The research process is a lot for 8th graders without practice. Students need a lot of pre-teaching to find sources that give them enough reliable information.
- For their projects, brainstorm with students a list for them to choose from so there are no repeats and that can be a streamlined part of the process. Maybe even have a Google Form for them to write in their choice so it's clear who was first for what. Some of the topics were really popular.
- Could also make it more of a teaching process than a presentation. Group project that they need to teach the class about the issue and then assess the learning.
- Next year definitely include the Wabanaki REACH activity
- Dawnland is a very valuable part of the unit - make sure questions are prepared - give a good preview outlining any possible trigger warnings

Brief Unit Description

Interdisciplinary unit with ELA. Students dive into the marginalized group featured in their novel while simultaneously learning some about the history of the Wabanaki people and their culture, as well as how the state of Maine has impacted Wabanaki people.

Essential Question(s)

How has the state of Maine impacted the culture of the Wabanaki people?
What is being done to repair harm done by White people to people of color in Maine and the United States?
Why is there such an emphasis on "freedom" and "justice" in the US while so many people experience a lack thereof?
What kinds of injustices have minority groups faced in the US in the 20th century?
How have physical, economic, political and social changes in society have impacted and been impacted by Wabanaki cultures through time?

Standards

ME: Social Studies (2019)

ME: Grades 6-8

Civics & Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and

processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

(F2) Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

Civics & Government 3: Students understand political and civic aspects of cultural diversity by:

(F1) Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.

(D1) Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

Geography

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

(F3) Evaluating a geographic issue of physical, environmental, or cultural importance. *

Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations. *

(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world. *

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 1: Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

(F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. *

(F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *

(D1) Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. *

History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

(F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.

(F2) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

(F3) Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

(D3) Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Revised Bloom's™ Taxonomy/Webb's™ Depth of Knowledge

Bloom's: Remembering

- define
- list
- recall

Bloom's: Understanding

- describe
- discuss
- explain
- locate
- paraphrase

Bloom's: Applying

- choose
- demonstrate
- illustrate
- use
- write

Bloom's: Analyzing

- compare
- contrast
- criticize
- distinguish
- question

Bloom's: Evaluating

- judge
- select
- support
- evaluate

Bloom's: Creating

- create
- design
- write

Webb's™ Depth of Knowledge

- Webb's™ DOK Level 1 (Recall)
- Webb's™ DOK Level 2 (Skill/Concept)
- Webb's™ DOK Level 3 (Strategic Thinking)
- Webb's™ DOK Level 4 (Extended Thinking)

Evidence of Learning

Justice for all? Presentation

Summative: Project: Technology

Students will use primary and secondary sources to research a historical social justice issue that was touched on (or about the group that was featured in their ELA novels). They can choose between a law, Supreme Court case, person, group, or event that is associated with their chosen marginalized group fighting for justice and equality between 1900 and 1999.

In their research they must answer these questions:

- Who was involved?
- What are the details of this event/Supreme Court case/law/group/person?
- Where did it occur/start (if you are researching an event)?
- When did it happen?
- How did this come about (backstory)?

They will create a presentation using Google Slides to showcase their learning and share that with their peers.

Learning Plan

Vocabulary:

Differentiation Plan

Consider including:
by Content

- Injustice
- Social justice
- Equality
- Equity
- Protest
- Civil Disobedience

Learning plan:

- Students will do a research project alone or with a partner about the historical social justice issue that was touched on (or the group that was featured in their ELA novels). They can choose a law, Supreme Court case, person, group, event that had to do with that marginalized group fighting for justice and equality between 1900 and 1999. They must answer answer these questions:
 - Who was involved?
 - What are the details of this event/Supreme Court case/law/group/person?
 - Where did it occur/start (if you are researching an event)?
 - When did it happen?
 - How did this come about (backstory)

Teacher will also teach about Maine Wabanaki History on non project "work" days

1. Ask students to think about core elements from their culture. What are some of the most important "big ideas" or shared values in their culture? Brainstorm together as a class. (Teacher note: remember, every person belongs to many different cultural groups at the same time, i.e. "Mainers," "Americans," "Women" or "Catholics," for example. Don't necessarily steer students toward "American" culture only. Let them answer freely, and ask them to explain their answers.
2. Ask students to think about core elements from their culture. What are some of the most important "big ideas" or shared values in their culture? Brainstorm together as a class. (Teacher note: remember, every person belongs to many different cultural groups at the same time, i.e. "Mainers," "Americans," "Women" or "Catholics," for example. Don't necessarily steer students toward "American" culture only. Let them answer freely, and ask them to explain their answers.)
3. Ask students to brainstorm some examples of parts of culture that might affect outside forces? For example, how could a culture's ideas

by Product

by Process

Students can choose their research project topic based on their interest, students will either self select sources or be given sources to analyze depending on readiness.

Newsela will be utilized so Lexile level of sources can be adjusted.

about land change the physical environment?
How would a culture's preference for a certain type of food cause economic changes?

4. Use the two linked Newsela articles as in class examples to focus the group on how Wabanaki people have maintained their cultural identity while adapting to changes over time.
5. Students will use one class to browse the Abbe Museum website to fill in a class timeline of physical, economic, political and social changes in society have impacted and been impacted by Wabanaki cultures through time
6. Students will each fill out a Timeline Entry Worksheet on their discovered change, these will be added to the class timeline
7. Discuss -
 1. What entries did you choose that promoted Wabanaki cultural continuity?
 2. Which core elements did they promote?
 3. Did they also threaten? If so how?
 4. What part did Wabanaki people play in these events? How were Wabanaki people both adapting to and causing change?
 5. What entries did you choose that threatened Wabanaki cultural continuity?
 6. What core elements did they threaten?
 7. Did they also promote? If so how?
 8. What part did Wabanaki people play in these events? How were Wabanaki people both adapting to and causing change?
8. Watch Dawnland and connect the social justice projects to the Wabanaki people - Maine government separating children from their families, culture has survived, but not without it's challenges

Students will

Learn and define content area vocabulary

Compare and contrast different cultures during class discussions and with the use of graphic organizers to identify the differences and similarities

Identify family traditions and customs

Determine the rights and responsibilities of citizens within a culture and how he/she participates in America culture

Describe how different minority groups have been mistreated throughout US History

Discuss customs and traditions and how they are alike and different with classmates

Read and discuss key elements of land claims and treaties between Native American tribes in Maine and the Maine state government from nonfiction articles

<p>Contribute thoughts and ideas during class discussions</p> <p>Identify the reservations/tribal lands of the four Wabanaki tribes.</p> <p>Timeline Entry Worksheet - Justice for All.pdf</p>	
<p>Resources for Students & Families</p> <p>Abbe Museum</p>	<p>Resources for Teachers</p> <p>Dawnland movie https://upstanderproject.org/d...</p> <p>Wabanaki.pdf Dawnland Discussion Guide.pdf Newsela, Tribes could get more fishing, court and gambling rights if lawmakers change Maine law The formal establishment of the Katahdin Woods and Waters National Monument in Maine</p>



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Unit Planner: Lacrosse Physical Education - Team Sport Model

Tuesday, April 20, 2021, 4:09PM

RSU #34 High School > 2020-2021 > High School > Physical Education >
Physical Education - Team Sport Model > Week 32 - Week 35

Last Updated: [Tuesday, April 23, 2019](#) by Kim Libbey

Lacrosse
Libbey, Kim

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Safety concerns abound in this unit with long handled implements involved. Stressing personal space will be imperative to keeping students safe given that they don't have protective gloves or helmets. NO stick or body checking will be allowed whatsoever and penalties will be assessed for such along with the actual game-type penalties. Use of a softer type of ball during games helps those students in goal feel safer while playing the goal tender position.

Brief Unit Description

The Lacrosse Unit will be somewhat of a developmental unit as some students will not have had to opportunity to be exposed to this game completely. Skill work will be focused on for the first few classes, leading up to eventual gameplay on the field. Historical background will be imparted, along with equipment descriptions and anatomy thus fostering understanding of the complete game as it is played competitively. Because we do not have all the protective gear, games will have some modified playing rules that will be followed; there will be NO body or stick checking for safety reasons, for instance. Goalies will be required to wear helmets and/or goggles along with some hockey type padding if they desire. We will not be using a regulation lacrosse ball, however, again for safety purposes.

Students will learn all positions and have the opportunity to try their hand at each during games. With the numbers of classes being large, substitutions will probably be necessary.

A written test will be given following the unit's completion.

Essential Question(s)

- What are the historical facts and features behind this game's origins and where/who first developed it into the game played now?
- What purpose did this game serve the **Native** Americans and what were some of the tools they used as equipment along with rules and fields of play?
- What are the skill cues for scooping, cradling, throwing and catching of the ball?
- What are the positions of lacrosse and what are the rules stipulating where they can travel on the field?
- What are some of the rules of play for this game?

Standards

OTHS Health & Physical Education High School

Physical Education

Students will:

Standard 1: MOVEMENT/MOTOR SKILLS AND KNOWLEDGE

Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance. (MLR G)

Revised Bloom's Taxonomy/Webb's Depth of Knowledge

Bloom's: Remembering

- list
- memorize
- recall

Bloom's: Understanding

- discuss
- explain
- identify
- recognize

Bloom's: Applying

- demonstrate
- employ

Bloom's: Analyzing

- compare
- contrast
- differentiate

Evidence of Learning

Lacrosse Unit Test

Summative: Test: Written

At the end of the unit, a written summative test will be administered showing basic knowledge of the history, skills, and rules of play of the game of lacrosse.

Learning Plan

- Historical facts about the game will be introduced along with equipment descriptions and special safety points that will be required.
- Skill cues for scooping, cradling, throwing and catching will be taught and practiced in various lead up activities to develop students' skill sets prior to game play.
- Rules and descriptions of the field of play will be completely covered before attempting actual games, which will be played on a field marked off with cones and such because we cannot actually line the field.
- A written exam will complete the unit.

Differentiation Plan

Consider including:

by Content

by Product

by Process

All students regardless of skill level will learn and participate in game play and any lead-up activities to ensure full participation. Each student will have the opportunity to play every position and rotation of positions during game play will occur frequently as directed by the teacher. Depending on the appropriateness the teacher may or may not allow some students to play the goal tender position. Students with special needs will be assisted and encouraged to participate alongside their classmates in full inclusion as they are able. IEPs will dictate level of participation, testing assistance and sites as required by law.

Resources for Students & Families

- Help is available from the teacher during Focus periods, her planning period, or after school hours.
- Study guides for the unit and test are distributed in hard copy at least a week prior to the test date and will be available on the teacher's web site.

Resources for Teachers

Web site <http://www.pecentral.com>



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Unit Planner: Maine People/Maine Events Social Studies 4

Tuesday, April 20, 2021, 3:28PM

RSU #34 Elementary School > 2020-2021 > Grade 4 > Social Studies >
Social Studies 4 > Week 23 - Week 34

Last Updated: [Monday, July 23, 2018](#)
by Kerri Dexter

Maine People/Maine Events

DeFroscia, Charline; Dexter, Kerri; Gerrish, Bethany; Harper, Brianne; Ouellette, Laurie; Rand, Todd

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

In this unit, students will study some of the famous Maine people throughout history and the impact they have had on our state. Students will also look at some of the important events in our state's history.

Essential Question(s)

1. What are some major events, people, and enduring themes from Maine's History?
2. What is the relationship between events and people from Maine's history?

Standards

ME: Social Studies

ME: Grades 3-5

Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- a. Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- b. Identify key words and concepts related to research questions, making adjustments when necessary.
- c. Locate and access information by using text features.
- d. Collect, evaluate, and organize for a specific purpose.
- e. Communicate findings from a variety of print and non-print sources.
- f. Describe plagiarism and demonstrate appropriate citation.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.
- c. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 4

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Revised Bloom's™ Taxonomy/Webb's™ Depth of Knowledge

Bloom's: Remembering

- recall

Bloom's: Understanding

- describe
- discuss
- explain
- report

Bloom's: Applying

- demonstrate
- illustrate
- interpret
- write

Bloom's: Analyzing

- examine

Bloom's: Evaluating

- defend
- support

Bloom's: Creating

- construct
- create
- design
- write

Webb's Depth of Knowledge

- Webb's DOK Level 3 (Strategic Thinking)

Evidence of Learning

Famous Mainer Portrait

Summative: Project: Visual Arts

Students will create a portrait of a famous Mainer, showing significant facts from the person's life, such as: birth, death, why they're famous, impact on Maine, etc.

Maine Event Timeline

Summative: Written: Informative

Students will write and share a description of the event that they've researched being sure to include information about the impact that the event had on the state. As a whole class, students will create a chronologically accurate timeline of important Maine events by placing their products in order on the wall for display.

Famous Mainer Presentation

Summative: Project: Visual Arts

Students create a google presentation showcasing the important facts from a famous Mainer's life. (this would be used in place of the Famous Mainer Portrait assessment)

Learning Plan

MAINE PEOPLE

- Begin the unit by reading and talking about Margaret Chase Smith (*Margaret Chase Smith - A Woman for President* by Lynn Plourde)
- Students can choose a famous Mainer from a prepared list (or another approved person allowed by the teacher) to research. Historical and contemporary **Wabanaki** people should be included in choices.

Differentiation Plan

Consider including:

by Content

by Product

by Process

Students can work with partners if necessary, grouping students who are less capable with students who can be a good support to them

Assistance can be given with finding resources (print and online)

- Maine.gov kid's site has a list of famous Mainers and short descriptions that the kids can choose from.
- Students should research (print and online materials) important facts about this person's life, such as: when and where they were born, why they're famous, what impact they have had on Maine, and their death (if they are no longer living).
- Students will organize their information and prepare a final product to present to the class.

MAINE EVENTS

- Begin by sharing with the class the story of the first English settlement in Maine (see The Popham Colony handouts attached) and discuss with the student the impact that this event had on Maine.
- Students choose an important event from Maine's history (see attached timeline for examples for students to choose from).
- Each student will research (print and online materials) their important event and write a brief summary about how the even has impacted Maine.
- 4th Grade classes collaborate to celebrate Maine's birthday on March 15th. Students will rotate between classes, which each teacher offering a different Maine-themed activity (Maine coloring, Maine trivia, Maine poetry, lighthouse STEM activity, etc...

GIANT MAP: Use the giant map to locate your famous Maine people's hometowns and locations for events.

MAINE STUDIES CAPSTONE

Each year fourth graders will travel to the State of Maine Museum and the State House to bring closure to our emphasis on Maine studies.

<http://www.penobscotculture.com/index.php/curriculum/biographies>

Resources for Students & Families

Resources for Teachers

Margaret Chase Smith - A Woman for President by Lynn Plourde

Old Veazie Railroad by Bob Cardin

A Diamond in the Rough by Paul Black

Google Slideshow about Margaret Chase Smith showing common mistakes when creating presentation (link to slideshow listed below)

Maine People, Maine Events LAD

<http://www.mainehistory.org>

http://www.mainehistory.org/facts/Maine_Faces.pdf

<http://www.state.me.us/sos/arc/historyday/histhome.htm>

<http://www.spruceharbor.com/commun~1/maine/history.htm>

https://docs.google.com/presentation/d/1HiJnSC5ql5wI7CAfpOV3F-stndGHnGpiJBuQi-QhXkU/edit#slide=id.g5d8e8bb21_06



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Unit Planner: Manifest Destiny: the **Native** conflict

US History

Tuesday, April 20, 2021, 4:16PM

RSU #34 High School > 2020-2021 > High School > Social Studies > US History > Week 3 - Week 7

Last Updated: [Sunday, June 17, 2018](#)
by Mike May

Manifest Destiny: the Native conflict

Dexter, Steve; May, Mike

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Manifest Destiny: the 19th-century doctrine or belief that the expansion of the US throughout the **American** continents was both justified and inevitable. At the heart of manifest destiny was the pervasive belief in **American** cultural and racial superiority. **Native** Americans had long been perceived as inferior, and efforts to "civilize" them, or simply take **Native** land, had been widespread as far back as the settlement of Jamestown. This unit looks at a few key **Native** leaders and their struggles to remain on their homeland.

Essential Question(s)

- Was Manifest Destiny justified?
- Was the spreading **American** culture superior to those it incorporated?
- What is the effect of Manifest Destiny on race and race issues today?
- What is the effect of Manifest Destiny and the way we study **American** History?
- What were the cultural differences between European Americans and **Native** Americans over land?

Standards

OTHS Social Studies

High School

Reporting Standards

Students will:

Standard 1: Applications of Social Studies Processes, Knowledge, and Skills

Collaboratively and independently research, present and defend discipline-based processes and knowledge from civics/government, economics, geography, and/or history in authentic contexts. (adapted from MLR, A1; CCSS)

Standard 3: Civics and Government

Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the **American** political system to analyze interrelationships among civics, government, and politics in the past and the present, in Maine, the United States, and the world. (MLR, B)

Standard 5: Geography

Analyze the physical, human and environmental geography of Maine, the United States, and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present, and future. (MLR D)

Standard 6: History

Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world. (MLR E)

<p>Revised Bloom's Taxonomy/Webb's Depth of Knowledge</p> <p>Bloom's: Remembering</p> <ul style="list-style-type: none"> define memorize <p>Bloom's: Understanding</p> <ul style="list-style-type: none"> discuss explain identify <p>Bloom's: Applying</p> <ul style="list-style-type: none"> demonstrate <p>Bloom's: Analyzing</p> <ul style="list-style-type: none"> compare contrast 	<p>Evidence of Learning</p> <p>Summative: Test: Common</p> <p>Multiple choice test assessing student's learning in this unit.</p>
<p>Learning Plan</p> <p>Include the Penobscot Nation Cultural and Historical Preservation Department's unit, "Maine Indian Land Claims" which offers an additional modern day impact of Manifest Destiny. Students begin by reading primary historic documents that contributed to the legal argument for Indian land claims in the State of Maine. (Indian Trade and Non-Intercourse Acts, Article VI US Constitution). Students will look at events and public reaction to the filing of the suit in the State of Maine. Finally, students will look at the Maine Indian Land Claim Act and the Implementing Acts and will examine the following concepts as it relates to the Maine Indian Land Claim Settlement Act: Hunting/fishing rights, trust land and fee land, municipality status, casino issue, Maine Indian Tribal-State Commission. See attached Unit Plan for more concrete plans.</p> <p>Maine Indian Land Claims Settlement Act Unit</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <ul style="list-style-type: none"> by Content by Product by Process <ul style="list-style-type: none"> Primary and secondary sources will be adjusted to suit individual reading levels.
<p>Resources for Students & Families</p>	<p>Resources for Teachers</p> <p>Tecumseh's speech to Gov. William Harrison (1811)</p>



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Unit Planner: Native American Studies Social Studies K

Tuesday, April 20, 2021, 3:30PM

RSU #34 Elementary School > 2020-2021 > Kindergarten > Social Studies > Social Studies K > Week 1 - Week 37

Last Updated: [Thursday, March 25, 2021](#) by Stacy Henry

Native American Studies

Henry, Stacy; Kaye-Schiess, Megan; Lolar, Brianne; McCrea, Ellie; Rand, Carrie; Reesman, Michelle; Rhoads, Laura; Smith, April; Wilcox, Jill

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Through the activities students will begin to gain an understanding of and for the native cultures in our areas. Children will be exposed to cultural experiences and stories through the year as appropriate and relevant to kindergarten.

Essential Question(s)

What does indigenous people mean?

Who are the indigenous people in my area?

How are the earth, plants, animals and the community important to the native americans in my area?

Standards

ME: Social Studies (2019)

ME: Kindergarten

Civics & Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.

Personal Finance & Economics

Standard: Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.

Global Connections: Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.

Geography

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Geography 2: Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

History

Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 3: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

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Revised Bloom's Taxonomy/Webb's Depth of Knowledge	Evidence of Learning
Learning Plan Wabanaki write the room during Indigenous People's week Native story telling presentation by John Bear Mitchell Activities related to Thanks to the Animals story Listen to music and CDs from the library collection	Differentiation Plan Consider including: by Content by Product by Process <ul style="list-style-type: none"> • Depending on the needs of our classroom, lessons may need to be adjusted or interventions may need to be made to help accommodate our students •
Resources for Students & Families <i>Thanks to the Animals</i> by Allen Sockabasin E SOC (Passamaquoddy) <i>Many Nations: An Alphabet of Native America</i> by Joseph Bruchac 970.1 BRU (many tribes) Color-and-Learn (dragged).pdf Color-and-Learn (dragged) 2.pdf	Resources for Teachers https://docs.google.com/docume... John Bear Mitchell (parent at OTES and native story teller) john.b.mitchell@maine.edu http://www.bigorrin.org/penobs...,Island%20(near%20Old%20Town.)



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Unit Planner: Native American Studies Social Studies 1

Tuesday, April 20, 2021, 3:21PM

RSU #34 Elementary School > 2020-2021 > Grade 1 > Social Studies > Social Studies 1 > Week 10 - Week 14

Last Updated: [Tuesday, September 19, 2017](#) by Kelly Berube

Native American Studies

Berube, Kelly; Cyr, Amy; Everett, Ginny; Gasaway, Melissa; Lyons, Laurie; Ouellette, Staci; Vafiades, Jenn; Wilcox, Jill

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Students learn about Native American traditions and culture with an emphasis on the Wabinksi (including its 4 communities). Students learn about storytelling and why legends are important to the Native American people.

Essential Question(s)

What is storytelling? What are legends? What lesson(s) can be learned from stories? What are some important Native American traditions? What can we learn from the Wabinksi people? In particular, learning about the Penobscots and the history of their people, past and present.

Standards

ME: Social Studies

ME: Grades PreK-2

Geography

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans.

- Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand the nature of history as well as key foundation ideas.

- Describe history as "stories" of the past.
- Identify past, present, and future in stories, pictures, poems, songs, or videos.
- Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.

- Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.
- Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Wabanaki Studies

Worldview

Compare common and unique aspects of culture, values, and beliefs between **Wabanaki** and other culture groups (including one's own).

Cultural Continuity & Change

Understand that all cultures (including one's own) have traditions and be able to give examples of **Wabanaki** specific traditions.

Governance

Know the four **Wabanaki** communities (tribes) in Maine.

Diplomacy & Interdependence

Be able to recognize examples (historical or modern) of **Wabanaki** interdependence using stories, celebrations, and/or the arts.

Territory

Identify how geographic features impact **Wabanaki** people (for example, diet, transportation).

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Revised Bloom's Taxonomy/Webb's Depth of Knowledge

Bloom's: Remembering

- define
- recall

Evidence of Learning

Importance of Storytelling

Formative: Written: Informative

Students provide a written response about the importance of storytelling to the Native American people and how it impacts their traditions.

Learning Plan

Introduce the unit by reading The Penobscot and the Wabanaki alphabet chart. Read a legend each day, comparing the characters, setting and lesson learned. Mentor texts include How Chipmunk Got His Stripes, Raccoon's Last Race, and Thanks to the Animals. Lessons include retelling, compare/contrast and story components.

[I Heard a Story Today: a sampling of Wabanaki stories and activities](#)

Differentiation Plan

Consider including:

by Content
by Product
by Process

- **Written response expectation can be modified for students. Allow for an oral response.**
- **Default text 2**

Resources for Students & Families

OTES library for books and materials
Lynn Mayer, OTES Librarian

Resources for Teachers

[How Chipmunk Got His Stripes](#)

[Raccoon's Last Race](#)

[Thanks to the Animals](#)

[The Penobscot](#)

Wabanaki alphabet chart

*various Native American legends

[RSU 34 Native American Resources](#)



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Unit Planner: Nutrition Science & Engineering 4

Tuesday, April 20, 2021, 3:33PM

RSU #34 Elementary School > 2020-2021 > Grade 4 > Science and Engineering
> Science & Engineering 4 > Week 1 - Week 36

Last Updated: [Thursday, July 26, 2018](#) by Kerri Dexter

Nutrition

DeFroschia, Charline; Dexter, Kerri; Gerrish, Bethany; Harper, Brianne; Ouellette, Laurie; Rand, Todd

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

This unit coordinates well with the Blueberry and Potatoes unit of Maine plants, *Bees, Blossoms and Blueberries*.

Brief Unit Description

This is a unit to support nutrition education at varied levels. It can be used embedded in curriculum throughout the year and woven into other units. It can also be simplified to support the nutritionists' SnapEd curriculum. Nutrition is critical to sustain healthy choices that are built in childhood. Combatting childhood obesity is so difficult in the age of not enough movement and highly processed foods. Teaching children the value of moving, eating well and understanding the fuel we put in our bodies is paramount in this fight. The OTES Garden and food pantry give us a unique and wonderful opportunity to bring these ideas to life.

Essential Question(s)

How can I fuel my body with healthy food?
What does healthy food do to keep me healthy?
How does my food grow?

Standards

NGSS: Science and Engineering Practices

NGSS: 3-5

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 3-5 builds on K-2 experiences and progresses to specifying qualitative relationships.

Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.

Practice 4. Analyzing and interpreting data

Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.

NGSS: Crosscutting Concepts

NGSS: 3-5

Crosscutting Statements

4. Systems and System Models - A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.

A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.

NGSS: Disciplinary Core Ideas

NGSS: Grade 4

LS1: From Molecules to Organisms: Structures and Processes

LS1.A: Structure and Function

Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

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Access the interactive version of the NGSS [here](#)

Revised Bloom's Taxonomy/Webb's Taxonomy Depth of Knowledge

Bloom's: Understanding

- classify
- select

Bloom's: Applying

- choose
- use

Bloom's: Analyzing

- appraise
- examine

Bloom's: Evaluating

- select
- value

Webb's Depth of Knowledge

- Webb's DOK Level 2 (Skill/Concept)
- Webb's DOK Level 3 (Strategic Thinking)
- Webb's DOK Level 4 (Extended Thinking)

Evidence of Learning

Nutrition Reflections

Formative: Performance: Authentic Task

Food Diaries

Garden Plots

Improved snack choices in practice

My Plate sheets

Anatomy and Physiology of cardiovascular system:
labels

Learning Plan

SnapEd resources can be taught by **SnapEd** nutritionists through 8 visits. Additional activities can be found in the SnapEd curriculum.

Coordinate/collaborate with School Meals Program.

In lieu of or in addition to SnapEd experts, the classroom teacher can incorporate nutrition activities throughout their regular curriculum. Suggested incorporations by month include:

September: in defining Community Expectations, work to define what our goals are in choosing snacks.

Emphasis on whole foods with nutritive power and reduced packaging can be goals. Analyzing snack labels will offer evidence of the power of a snack. Food labels for foods with no packaging should be emphasized as they are not processed and can be found in resources. Try a new healthy food as a class each month and analyze it.

Differentiation Plan

Consider including:

by Content

by Product

by Process

- Picture cards can be used in support of challenging vocabulary. Graphic organizers are embedded to support organization of material. Hands-on food growing and analysis is accessible to all learners.

Enrichment can be done by looking at more advanced concepts such as varied growth methods (hydroponics), the chemistry of nutrition, the reciprocal impact of our nutrition patterns on environment .

October: The Power of the Pumpkin: Discuss how pumpkins grow. Add information about The Three Sisters (corn, beans, squash/pumpkin) and how they were a key crop to **Wabanaki** in our area. The symbiotic growing patterns of these three crops can be put into play in a plot in the garden and planted in the spring. In harvesting, gather squash/pumpkin seeds to plant later.

November: My Thanksgiving Plate: Teach the My Plate lessons and discuss how a Thanksgiving dinner might fit the plate. However, also note that special occasions may not fit on My Plate! Additional activities could be teaching how to set a place setting and preparing meals for families.

December: Winter Growing in our Climate: The shortest day of the year can prompt a lesson about how we overcome the limitations of our climate with a study of hydroponics and greenhouse crops.

December: The Season of Giving: This is a very common time to celebrate the season of giving and the importance of giving to our resource centers may be a possible community service project.

January: Healthy Choices Resolved: As we turn the calendar to a new year we can revisit our nutrition and activity goals. Food logging is a good way to assess practices and then make improvements.

January: Winter Kids Curriculum/Challenge

February: Have a Heart: discuss the cardiovascular system and the impact of food choices on our systems

March: Spring's Sprung: The vernal equinox can signal a time to celebrate spring and renewal. Planning your classroom garden plot can begin at the end of March.

April: Seedling Starters: Begin planting seedlings for The Three Sisters (corn, beans, squash)

May: Blueberries and Potatoes: Study Maine's key crops for their history, nutrition and growing cycles. Full lessons found on Atlas as well.

June: A Taste of Maine: a summative meal can be shared. Encourage families to share one item that is Made in Maine. A trip to Hannaford to find Maine products can set the meal goals. When Maine items are shared, take time to explore their nutritive benefits as well as study the companies. Sample Maine products/companies are: Raye's Mustard, Moxie, Wyman's Blueberries...

[Potential Nutrition Gardening Curricula.docx](#)

[school garden sign.PNG](#)

<https://extension.umaine.edu/food-health/how-to-videos/>

<https://extension.umaine.edu/food-health/eat-well/10-steps-to-a-healthier-you/>

<https://www.winterkids.org/>

[American Heart Society lessons](#)

[fruits and vegetables nutrition labels](#)

[Three Sisters](#)

[My Plate lessons](#)

<http://www.nourishinteractive.com/nutrition-education-printables/category/44-printable-tracker-food-diaries-kids-healthy-goals-tracking-sheets-new>

[hydroponic lessons](#)

[Movement!](#)

[ntgo.pdf](#)

Resources for Students & Families

RSU 34 Resource Center:
jennifer.goodwin@rsu34.org,
School Community Coordinator
<https://www.mainesnap-ed.org/>

Resources for Teachers

RSU 34 Resource Center:
jennifer.goodwin@rsu34.org,
School Community Coordinator

<https://extension.umaine.edu/>
<https://www.mainesnap-ed.org/>
[Connections with School Meals Program](#)



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Unit Planner: Our Town, Our Community Social Studies 3

Tuesday, April 20, 2021, 3:27PM

RSU #34 Elementary School > 2020-2021 > Grade 3 > Social Studies > Social Studies 3 > Week 1 - Week 37

Last Updated: [Thursday, March 7, 2019](#)
by Kristen Doty

Our Town, Our Community

Doty, Kristen; Gilbert, Jess; Harper, Brianne; Larrabee, Lindsey; Sullivan, Rachel; White, Sue

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Our Town, Our Community

Students define the term culture and identify the universal characteristics that all cultures share. Students also identify and describe characteristics found within their community that contribute to a sense of geographic, social, and economic identity. Students explore similarities and differences between diverse cultures found locally, including Native American groups and historical and recent immigrant groups. Students examine their own family traditions and cultural characteristics as part of the unit. Students will also explore the historical as well as modern aspects of their community, including: notable people, places, local businesses/economy, and historic turning points. Third graders will use perspective-taking to identify examples of cultural collaboration and conflicts that helped shape the community over time and contributed to a sense of identity.

Essential Question(s)

What are some significant events in our town's history and why are they important?
What are the different cultures in our town? Who are some significant people in the town's history and why are they important?
How have natural resources and geography impacted the town's development? (including economy)
How has life changed for its citizens?
How have humans affected our town's environment?
What are/were products and services in our town? (past and present)
How do we meet our needs and wants?
Who keeps us safe in our town?

Standards

ME: Social Studies

ME: Grades 3-5

Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- Identify key words and concepts related to research questions, making adjustments when necessary.

Civics and Government

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States.

b. Explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.

Economics

C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand personal economics and the basis of the economies of the community, Maine, the United States, and various regions of the world.

b. Explain how entrepreneurs and other producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.

Geography

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

a. Identify examples of how geographic features unify communities and regions as well as support diversity.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.

b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

a. Describe examples in the history of the United States of diverse and shared values and traditions.

b. Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Wabanaki Studies

Cultural Continuity & Change

Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of **Wabanaki** specific contributions that have been passed from generation to generation.

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Revised Bloom's Taxonomy/Webb's
Depth of Knowledge
Bloom's: Remembering

Evidence of Learning
Projects, written pieces, research...
Summative: Other: Teacher Observation
Create a classroom book about the town's history, people, and/or places.

- define
- list
- memorize
- recall

Bloom's: Understanding

- describe
- discuss
- explain
- identify
- locate
- report
- paraphrase

Bloom's: Applying

- demonstrate
- interpret
- write

Bloom's: Analyzing

- compare
- contrast
- criticize
- distinguish
- question

Bloom's: Evaluating

- argue
- judge
- support
- evaluate

Bloom's: Creating

- create
- develop
- write

Webb's Depth of Knowledge

- Webb's DOK Level 1 (Recall)
- Webb's DOK Level 2 (Skill/Concept)
- Webb's DOK Level 3 (Strategic Thinking)
- Webb's DOK Level 4 (Extended Thinking)

Sequence key people and events in town history.

Create a Venn Diagram or other visual to show how life has changed.

Write about a natural resource in your town and explain its impact on the town.

List some human and natural resources in the town.
Possible activity: creating a business guide of the town.
[SocialStudiesTopicsStandardsGrade3New2017.pdf](#)
[Our Town, Our Community Bus & Walking Tour Old Town.pdf](#)

Learning Plan

Students define the term culture and identify the universal characteristics that all cultures share.
Students also identify and describe characteristics

Differentiation Plan

Consider including:
by Content
by Product
by Process

found within their community that contribute to a sense of geographic, social, and economic identity. Students explore similarities and differences between diverse cultures found locally, including Native American groups and historical and recent immigrant groups. Students examine their own family traditions and cultural characteristics as part of the unit. Students will also explore the history of Alton, Bradley, and Old Town (may depend on what school the student is in), including notable people, places, and historic turning points. Third graders will use perspective-taking to identify examples of cultural collaboration and conflicts that helped shape the community over time and contributed to a sense of identity.

Students may participate in field trips to expand their understanding of the area's history and development over time. Field trips could be local walking tours, museums, town businesses, and other locations of historical or modern significance.

Students will engage in reading and writing activities as part of this unit. Primary sources such as historical maps, articles, newspapers, and photos may be used, as well as secondary sources. Some students may develop research into a town book (could be a then and now book). Town book could be organized by century or historical era. Read alouds are also used. Students may research a famous historical figure and write a biography. Students could also design a "town flag" with symbols showing elements of the town's past and present. A quick study of the Maine flag and its symbolism fits nicely with creating a town flag.

Students will explain some examples of how geography encouraged settlement in our local area.

Students will identify some ways in which Native American groups and French Canadian immigrants influenced town and community development.

Students will discuss local and/or state economy and natural & human resources. Students may also read a text to find economic terms and discuss the economic decisions that needed to be made. Students may discuss wants, needs, scarcity, good, and services. An example activity may be role-playing how to barter.

Students will engage in discussions in small and large groups.

Students will meet with guest speakers from the community. Possible speakers may include: Junior Achievement volunteers, members of the Penobscot tribe, local citizens, municipal employees, volunteers, and businesses employees/owners.

Students may participate in a service learning activity as part of this unit.

Supports for workbook completion can include a scribe, graphic organizers, word lists and environmental supports.

Students seeking to go deeper into concepts could choose a topic and complete an expository writing piece with richer details.

Resources for Students & Families

Resources for Teachers

Possible resources:

A New True Book: The Penobscot by Jill Duvall
A History of Old Town (movie) compiled by Renee St Peter
The Penobscot: The People and their River (movie)
Lois Sockalexis: Native American Baseball pioneer (picture book)
Kunu's Basket (picture book)
Many Hands: A Penobscot Indian story

Economics-themed picture books:

A Chair for My Mother, by Vera Williams
The Ox Cart Man, by Donald Hall
A New Coat for Anna, by Harriet Ziefert

Additional Resources:

1. Penobscot Tribal Brochure (2010) developed by the Penobscot Nation Cultural & Historic Preservation Department (available online as a pdf)
2. Penobscot National Cultural & Historic Preservation Society: <https://goo.gl/4a0vyM>
3. Visit the Abbe Museum's in person (Bar Harbor) or online at: <http://www.abbemuseum.org/>
4. Read a 2014 BDN article about a famous Indian Island landmark, Princess Watahwaso's Teepee: <http://goo.gl/R9S9bn>
5. Take a visual tour of local history by viewing Harold Lacadie's amazing Photo Archives: <http://www.old-town.me.us/nos/places.htm>
6. Read up on Old Town, Indian Island, and Bradley, and more at Maine: An Encyclopedia online: <http://maineanencyclopedia.com/old-town/>
7. Website with OT historical records, including maps, boundary changes, census records, military records, etc. <http://goo.gl/c5dbKO>
8. Town of Bradley Historical Society (includes history book pdf): <http://goo.gl/9tKwkb>
9. New England Historical Society (includes biographies of 3 famous Penobscot Nation people: <http://goo.gl/5yZQUs>
10. Maine Forest and Logging Museum site (Leonard's Mills, Bradley): <http://www.maineforestandloggingmuseum.org/>



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Unit Planner: Penobscot Performing Arts Music (2nd-3rd Grade)

Tuesday, April 20, 2021, 3:29PM

RSU #34 Elementary School > 2020-2021 > Grade 3 > Visual and Performing Arts > Music (2nd-3rd Grade) > Week 15

Last Updated: [Tuesday, July 18, 2017](#) by Kerri Dexter

Penobscot Performing Arts

Marquis, Amanda

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

The focus of this unit is for student to understand Penobscot singing, dancing, regalia and drumming.

Essential Question(s)

How has drumming/singing become an important economic opportunity as it remains a traditional art form?
How does a variety of dance styles reflect the traditions of Penobscot culture in contemporary settings?
What are the other contemporary performance arts and artists that are within the realm of Penobscot culture?
Who are the contemporary and historical performance artists within the Penobscot community?
What aspects are involved with the drum and singing of the songs?
What does a dancer need to participate in the various dances?

Standards

ME: Visual and Performing Arts (2007)

ME: Grades 3-5

Aesthetics and Criticism

D. Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students describe and compare art forms.

b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.

c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

Visual and Performing Arts Connections

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Students explain that the visual/performing arts help people understand history and/or world cultures.

E4 Impact of the Arts on Lifestyle and Career

Students describe the contribution of the arts on lifestyle and career choices.

a. Identify the various roles of, and requirements to become, artists.

b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.

Disciplinary Literacy: Visual Arts

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

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Revised Bloom's™ Taxonomy/Webb's™ Depth of Knowledge

Bloom's: Understanding

- describe

Bloom's: Applying

- dramatize
- interpret
- sketch

Bloom's: Creating

- create

Webb's Depth of Knowledge

- Webb's DOK Level 2 (Skill/Concept)

Evidence of Learning

Reflection on Penobscot Performing Arts

Summative: Project: Visual Arts

Students will choose one type of dance, regalia, drumming, or singing to make a panel to post that shows understanding of roles of Penobscot Performing Arts in Penobscot culture.

Learning Plan

Play a greeting song from Voices of Katahdin or play video from CD included in Penobscot curriculum kit.
Read aloud document, 'Why We Drum, Sing and Dance' by Chris Sockalexis included in unit plan.
Show images of dance while reading information pertaining to them including regalia.
Play 'Green Corn Song' from Voices of Katahdin.
Read aloud the document 'The Drum and its Singer' by Chris Sockalexis included in unit plan.
Show images while reading information pertaining to them including styles of drums, materials and drum making, song styles.
Explore more traditional Penobscot music and listen to songs from other **Wabanaki** tribes to show examples of how communities adopt songs from other communities.

****See attached unit plan for more concrete lesson plans and included readings.****

[Penobscot Performing Arts Unit](#)

Differentiation Plan

Consider including:

by Content
by Product
by Process

- **Video/image supports are built into lessons. This makes lessons appealing and accessible to all. Written articles can be read aloud and graphic organizers can be used to highlight key terms in readings.**

Resources for Students & Families

Resources for Teachers



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Unit Planner: Period 1: 1491-1607

AP US History

Tuesday, April 20, 2021, 4:12PM

RSU #34 High School > 2020-2021 > High School > Social Studies > AP US History > Week 1

Last Updated: [Tuesday, August 1, 2017](#) by Mike May

Period 1: 1491-1607

Davis, Natalie; May, Mike

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

This unit focuses on three areas: characteristics of pre-Columbian **Native** American Societies, the Columbian Exchange, and how European, **Native** American, and African societies changed as cultures converged. One day is reserved for helping students understand skills, themes, and thematic learning objectives.

Essential Question(s)

- What skills must students use to think and write like a historian?
- What themes will provide the framework for the study of AP U.S. History.
- What were the political, social and economic characteristics of **Native** American societies in the pre-1607 period, and how was each society impacted by its geographical environment?
- To what extent did **Native** Americans fit into Crèvecoeur's explanation of American identity?

Standards

AP: U.S. History (2014-2015)

AP: AP

Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence: Primary Sources

Analyzing Evidence: Content and Sourcing

A1â€"Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

A2â€"Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

Analyzing Historical Sources and Evidence: Secondary Sources

Interpretation

B1â€"Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.

B2â€"Analyze diverse historical interpretations.

Making Historical Connections

Comparison

C1â€"Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2â€”Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Making Historical Connections Contextualization

C3â€”Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Making Historical Connections Synthesis

C4â€”Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

Chronological Reasoning Patterns of Continuity and Change Over Time

D3â€”Identify patterns of continuity and change over time and explain the significance of such patterns.

Chronological Reasoning Periodization

D5â€”Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

Theme: American and National Identity

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Students are able to...

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity

Theme: Work, Exchange, and Technology

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

Students are able to...

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society.

Theme: Culture and Society

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Students are able to...

CUL-1.0 Explain how religious groups and ideas have affected American society and political life.

CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Theme: Geography and the Environment

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

Students are able to...

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Theme: Migration and Settlement

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

Students are able to...

MID-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MID-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Theme: America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Students are able to...

WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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[AP Frameworks](#)

Revised Bloomâ€™s Taxonomy/Webbâ€™s Depth of Knowledge	Evidence of Learning
Learning Plan ap-us-history-sample-syllabus-5-id-1387934v1.pdf	Differentiation Plan Consider including: by Content by Product by Process • Default text 1 • Default text 2
Resources for Students & Families	Resources for Teachers



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Unit Planner: Period 2: 1607-1754

AP US History

Tuesday, April 20, 2021, 4:14PM

RSU #34 High School > 2020-2021 > High School > Social Studies > AP
US History > Week 2 - Week 5

Last Updated: [Monday, August 14, 2017](#)
by Mike May

Period 2: 1607-1754

Davis, Natalie; May, Mike

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and **native** societies emerged.

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Key Concept 2.3: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and **native** peoples.

Essential Question(s)

How did the diverse patterns of European colonization by countries such as Spain, France, and England impact **Native** Americans socially, economically, and politically from the 15th through the 18th centuries?

What factors impacted the political, social, and economic development of the colonial regions?

How were the Great Awakening and the Enlightenment shaped by the "Atlantic World," and how did these movements shape 18th-century British North American colonial society and subsequent American society?

How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies?

Standards

AP: U.S. History (2014-2015)

AP: AP

Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence: Primary Sources

Analyzing Evidence: Content and Sourcing

A1â€ Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

A2â€ Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

Analyzing Historical Sources and Evidence: Secondary Sources **Interpretation**

B1â€ Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.

Making Historical Connections Comparison

C1â€”Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2â€”Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Making Historical Connections Contextualization

C3â€”Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Chronological Reasoning Causation

D1â€”Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2â€”Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Chronological Reasoning Patterns of Continuity and Change Over Time

D3â€”Identify patterns of continuity and change over time and explain the significance of such patterns.

Chronological Reasoning Periodization

D7â€”Analyze different and/or competing models of periodization.

Creating and Supporting a Historical Argument Argumentation

E2â€”Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

E3â€”Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

Theme: American and National Identity

**This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
Students are able to...**

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity

Theme: Culture and Society

**This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
Students are able to...**

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Theme: Geography and the Environment

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

Students are able to...

GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Theme: Migration and Settlement

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

Students are able to...

MID-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MID-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Theme: America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Students are able to...

WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

Period 2: 1607-1754

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

A) Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating **native** populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B) French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from **Native** Americans, from whom they lived separately.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

A) The Chesapeake and North Carolina colonies grew prosperous exporting tobacco – a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

B) The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

C) The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

D) The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

E) Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

A) An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

B) Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

C) Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups.

D) The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

E) British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

A) The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

B) The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.

C) The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

D) Colonists' resistance to imperial control drew on local experiences of selfgovernment, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

A) All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

B) As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

C) Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

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[AP Frameworks](#)

Revised Bloom's Taxonomy/Webb's Taxonomy Depth of Knowledge	Evidence of Learning
Learning Plan ap-us-history-sample-syllabus-5-id-1387934v1.pdf	Differentiation Plan Consider including: by Content by Product by Process <ul style="list-style-type: none"> • Default text 1 • Default text 2
Resources for Students & Families	Resources for Teachers



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Unit Planner: Period 3: 1754 - 1800

AP US History

Tuesday, April 20, 2021, 4:11PM

RSU #34 High School > 2020-2021 > High School > Social Studies > AP
US History > Week 6 - Week 10

Last Updated: [Monday, August 14, 2017](#)
by Mike May

Period 3: 1754 - 1800
Davis, Natalie; May, Mike

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Essential Question(s)

How did Britain's victory over France in the Seven Years' War lead to new conflicts in North America?

How did perceived and real constraints on the colonists' economic activities and political rights spark a colonial independence movement and war with Great Britain?

What were the arguments for and against colonial independence from Great Britain?

How did the Declaration of Independence reflect the colonists' belief in the superiority of republican self-government based on the natural rights of the people?

What were the major compromises of the Constitutional Convention and the major arguments for and against the ratification of the Constitution?

Standards

AP: U.S. History (2014-2015)

AP: AP

Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence: Primary Sources

Analyzing Evidence: Content and Sourcing

A1â€ Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

A2â€ Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

Analyzing Historical Sources and Evidence: Secondary Sources **Interpretation**

B1â€ Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.

B2â€ Analyze diverse historical interpretations.

Making Historical Connections **Comparison**

C1â€”Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2â€”Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Making Historical Connections Contextualization

C3â€”Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Making Historical Connections Synthesis

C4â€”Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5â€”Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

Chronological Reasoning Causation

D1â€”Explain long and /or short-term causes and/or effects of an historical event, development, or process.

Chronological Reasoning Patterns of Continuity and Change Over Time

D3â€”Identify patterns of continuity and change over time and explain the significance of such patterns.

Chronological Reasoning Periodization

D5â€”Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6â€”Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

Creating and Supporting a Historical Argument Argumentation

E1â€”Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2â€”Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

Theme: American and National Identity

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Students are able to...

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity

NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

Theme: Politics and Power

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

Students are able to...

POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

Theme: Culture and Society

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Students are able to...

CUL-1.0 Explain how religious groups and ideas have affected American society and political life.

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Theme: America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Students are able to...

WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0 Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

Period 3: 1754-1800

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

A) Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy.

B) Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

C) After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while **native** groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

A) The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

B) Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

C) The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

D) In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

E) Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

A) Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

B) The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

C) During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

D) In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

E) The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements

II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

A) Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

B) The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

C) Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

D) The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

E) In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

A) Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.

B) As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

C) As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

D) An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.

E) The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

A) The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

B) War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

C) George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

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AP Frameworks

Revised Bloom's Taxonomy/Webb's
Depth of Knowledge

Bloom's: Remembering

- define

Evidence of Learning

<ul style="list-style-type: none"> recall <p>Bloom's: Applying</p> <ul style="list-style-type: none"> demonstrate interpret write <p>Bloom's: Analyzing</p> <ul style="list-style-type: none"> compare contrast criticize question 	
<p>Learning Plan</p> <p>ap-us-history-sample-syllabus-5-id-1387934v1.pdf</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <ul style="list-style-type: none"> by Content by Product by Process <ul style="list-style-type: none"> Default text 1 <ul style="list-style-type: none"> Default text 2
<p>Resources for Students & Families</p> <p>Gilder Lehrman AP study site</p>	<p>Resources for Teachers</p>



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Unit Planner: Revolutionary War Social Studies 5

Tuesday, April 20, 2021, 3:22PM

RSU #34 Elementary School > 2020-2021 > Grade 5 > Social Studies >
Social Studies 5 > Week 22 - Week 30

Last Updated: Monday, August 21, 2017
by Bethany Gerrish

Revolutionary War

Daniel, Sandy; Gerrish, Bethany; LaFrance, Elaine; Madden, Kayla; Moran, Cory; St. Peter, Kristy; Zoroya, Zachary

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

In this unit the students will learn about the events leading up to the war as well as the major battles. They will also learn about influential figures before, during and after the war.

Essential Question(s)

What were the major events (battles, causes, people) leading up to the Revolutionary War?

Why were there conflicts with Great Britain?

How were the colonists affected by the multitude of conflicts with Great Britain?

What were some significant outcomes of the Revolutionary War?

What role did compromise play in the formation of our government?

Standards

ME: Social Studies (2007)

ME: Grades 3-5

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.
- Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

- Describe examples in the history of the United States of diverse and shared values and traditions.
- Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Wabanaki Studies

Cultural Continuity & Change

Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of **Wabanaki** specific contributions that have been passed from generation to generation.

Territory

Identify, in general terms, **Wabanaki** ancestral homelands in Maine and the Maritimes and compare this with the five **Wabanaki** communities (reservations) that exist today. Make predictions about how geographic features and environment shaped **Wabanaki** culture.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 5

Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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Revised Bloom's Taxonomy/Webb's
Depth of Knowledge

Bloom's: Understanding

- describe
- discuss
- explain

Evidence of Learning

Timeline of events

Summative: Performance: Authentic Task

Create a timeline of the events of the Revolutionary time period.

Outcomes of the Revolution

Summative: Written: Informative

<ul style="list-style-type: none"> • identify • locate <p>Bloom's: Applying</p> <ul style="list-style-type: none"> • illustrate • write <p>Bloom's: Analyzing</p> <ul style="list-style-type: none"> • distinguish • examine <p>Bloom's: Evaluating</p> <ul style="list-style-type: none"> • select • support <p>Bloom's: Creating</p> <ul style="list-style-type: none"> • create • write 	<p>Students will write a short essay on the outcomes of the Revolutionary War.</p>
<p>Learning Plan</p> <p>As a part of the Learning Plan, teachers should include the sub-unit titled Penobscots in the Military. This unit focuses on the importance of the Penobscot in the colonial wars and also includes a more modern perspective of Penobscots in the military throughout all conflicts through the turn of the century. Noting key leaders and their impact will exemplify the importance of the often forgotten roles of the Wabanaki people as they fought for a country that did not recognize their citizenship until the 1970's. This unit can be done as a subunit as a timeline of contributions of the Penobscot in wars is created or woven into the unit when major battles and leaders are discussed and the biography panels are used in conjunction with discussions about other leaders and battles.</p> <p>Penobscots in the Military Unit Plan/Resources</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <p>by Content by Product by Process</p> <p>If whole group instruction is not effective one or more of the following will be used based on individual student need:</p> <ul style="list-style-type: none"> • Student will work with a peer. • Reread and reteach lessons in a small group setting scaffolding each concept separately. • Use computer to assist student in projects, research, etc...
<p>Resources for Students & Families</p>	<p>Resources for Teachers</p>



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Unit Planner: The Constitution Civics

Tuesday, April 20, 2021, 4:13PM

RSU #34 High School > 2020-2021 > High School > Social Studies >
Civics > Week 7 - Week 9

Last Updated: [Saturday, August 26, 2017](#) by
Mike Bowen

The Constitution
Bowen, Mike

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

This unit looks at the development of early state and federal governments during and after the end of the American revolution. The Articles of Confederation is discussed (pros and cons) and what events took place that led to its demise and, ultimately, the creation of today's Constitution. The structure of the Constitution is reviewed with analysis of what the purposes of the various parts play.

Essential Question(s)

- What were some of the issues Americans faced to form new independent governments at both the state and national levels?
- What were the weaknesses of the Articles of Confederation and how did these create problems for the new nation?
- Why did Americans choose to create a new constitution rather than fix the Articles of Confederation?
- Compromise was key to creating a new constitution. What were some the compromises made to create this new document?
- What long term effects did these compromises have on America?
- What are the parts of the Constitution and what functions do they serve?
- What are the basic principles of government set forth in the Constitution?
- What is federalism and how does it work in our government?

Standards

ME: Social Studies

ME: Grades 9-Diploma/Secondary

Civics and Government

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

- Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.
- Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.
- Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.

- d. Describe the purpose, structures, and processes of the American political system.
- e. Compare the American political system with examples of political systems from other parts of the world.

B2 Rights, Duties, Responsibilities, and Citizen Participation in Government

Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.

b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other **Native** Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.

d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.

a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.

b. Identify and analyze major turning points and events in the history of **Native** Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.

Revised Bloom's™ Taxonomy/Webb's™ Depth of Knowledge

Bloom's: Remembering

- list
- memorize

Bloom's: Understanding

- describe
- discuss
- explain

Bloom's: Applying

- illustrate
- interpret

Bloom's: Analyzing

- compare
- contrast
- differentiate
- question

Bloom's: Evaluating

- judge
- evaluate

Bloom's: Creating

- write

Evidence of Learning

[DOC020617-02062017150926.pdf](#)

Learning Plan

Section 1: The Nation's First Governments

Political principles and major events shape how people form governments. Americans faced the task of forming independent governments at both the state and national levels.

Section 2: The Road to the Constitution

Political principles and major events shape how people form governments. American leaders decided that a new constitution was needed.

Section 3: The Structure of Our Constitution

A constitution reflects the values and goals of the society that creates it. The Constitution is this nation's fundamental law.

Section 4: Principles Underlying the Constitution

Differentiation Plan

Consider including:

by Content

by Product

by Process

For differentiation plans, see "Chapter 1".

<p>A constitution reflects the values and goals of the society that creates it. The Constitution sets forth the basic principles of government.</p>	
<p>Resources for Students & Families Text: Civics Today: Citizenship, Economics and You. 2010. Glencoe/McGraw-Hill. Various worksheets & handouts.</p>	<p>Resources for Teachers Text, Test/quiz book, worksheet booklets, & discs. DOC111416-11142016142027.pdf</p>



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Unit Planner: Unit 4: The Ideal World

7th Grade Interdisciplinary

Tuesday, April 20, 2021, 3:54PM

RSU #34 Middle School > 2020-2021 > Grade 7 > Interdisciplinary > 7th Grade Interdisciplinary > Week 27 - Week 37

Last Updated: [Friday, July 31, 2020](#)
by Shelly Tuttle

Unit 4: The Ideal World

Dickinson, Hannah; Kenny, Melinda; Tuttle, Shelly; Zabierek, Melissa

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

In this unit students will explore issues related to human and animal well being and survival, including social and economic inequality and various issues threatening the well being of our planet and humankind. They will have the opportunity to form and express opinions about various issues.

Essential Question(s)

Will humans and animals survive?
What do we have to sacrifice to survive?
What do we want the U.S. to be?
How does the U.S. compare to other countries?
Why is there social, power, and economic inequality?
How can we make a difference to create our ideal world?

Standards

CCSS: English Language Arts 6-12

CCSS: Grade 7

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2b. Spell correctly.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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Revised Bloomâ€™s Taxonomy/Webbâ€™s Depth of Knowledge

Bloom's: Understanding

- explain
- select
- paraphrase

Bloom's: Applying

- write

Bloom's: Creating

- formulate
- write

Evidence of Learning

Prompt responses to editorials

Summative: Written: Journal/ Diary

[Tuttle- Key Ideas and Details Rubric-Informational](#)

[Craft and Structure Rubric-Informational-Tuttle](#)

Discussion & debate of controversial issues

Formative: Oral: Discussion

[Presentation Rubric 2019 +](#)

Inquiry project-Public Service Announcement

Summative: Performance: Authentic Task

[Presentation Rubric 2019 +](#)

[Copy of Informational Rubric Template-2019](#)

Write editorials about controversial issues

Written: Persuasive Essay

[Copy of Persuasive Rubric Template](#)

Learning Plan

Differentiation Plan

<p>In this unit, students will explore through various mediums controversial issues related to well-being and survival of humans/ animals, as well as social and economic inequalities- examining multiple perspectives/opinions. They will work to propose possible solutions to issues.</p> <p>SS Standards</p> <ul style="list-style-type: none"> American Reform Movement Workersâ€™ Rights Womensâ€™ Rights to vote Horace Mann - Free Public Education Movement Native American Rights Protecting the environment (cleaning up cities, etc.) Government Corruption Breaking up trusts/monopolies Connections to reform movements today <p>Sci Standards</p> <p>ESS3.A: Natural Resources LS4.D: Biodiversity and Human LS2.C: Ecosystems Dynamics, Functioning, and Resilience</p> <p>ELA - Possible Learning Activities</p> <ul style="list-style-type: none"> Reading nonfiction articles and editorials, as well as other editorial forms, ie. editorial cartoons, PSA's ... about controversial issues (child soldiers, climate change, fracking, etc.) Write an editorial about a self-selected controversial issue and present editorial to class. Present in a debate- small teams will debate a controversial issue- eg. fracking, animals used for research in the medicine field, plastics, genetic testing, genetic cloning, wind power, etc inoculations, metals for electric cars Research a social issue- present a position on issue as well as Proposal of Action (variety of presentation formats with introduction, as well as Q&A via public speaking) 	<p>Consider including:</p> <p>by Content by Product by Process</p> <ul style="list-style-type: none"> Students have voice/choice in editorial writing and debate topic discussions. varied text levels for reading editorials and informational resources Read -alouds for difficult to read text Students will use writing process -conferring with teachers and peers, to work toward individual writing goals Students will have choice in product presentation for PSA (poster, digital, public speaking...) <p>• Default text 2</p>
<p>Resources for Students & Families</p> <p>Various graphic organizers for documenting ideas from reading and for preparing written pieces</p>	<p>Resources for Teachers</p> <p>Scholastic Magazine editorials and informational articles</p>





Unit Planner: Wabanaki of Maine and Maritimes

Social Studies 4

Tuesday, April 20, 2021, 3:14PM

RSU #34 Elementary School > 2020-2021 > Grade 4 > Social Studies > Social Studies 4 > Week 4 - Week 10

Last Updated: [Monday, July 23, 2018](#)
by Kerri Dexter

Wabanaki of Maine and Maritimes

DeFroscia, Charline; Dexter, Kerri; Gerrish, Bethany; Harper, Brianne; Ouellette, Laurie; Rand, Todd

- [Unit Planner](#)
- [Lesson Planner](#)

STYLE GUIDE

Reflections / Teacher Notes

Brief Unit Description

This unit centers on the first people to live in the land now called Maine, the Wabanaki. Lessons will explore the overarching concept of aspects of culture of the Wabanaki over time. The unit will span approximately a month and should be taught thematically across the varied subjects incorporated. A good cross-cultural connection would be using the STEM scope kits about Plate Tectonics and Changing Land to exemplify the concept that the land must be habitable after an Ice Age for humans to survive on this spot and that land continues to change.

Essential Question(s)

What is culture?
Who were the first people of the land we now call Maine? What was the traditional culture of the Wabanaki? How was this culture dependent on climate?
How has the culture of Wabanaki people changed from precontact, to contact to modern day?

Standards

ME: Social Studies

ME: Grades 3-5

Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- Identify key words and concepts related to research questions, making adjustments when necessary.
- Locate and access information by using text features.
- Collect, evaluate, and organize for a specific purpose.
- Communicate findings from a variety of print and non-print sources.
- Describe plagiarism and demonstrate appropriate citation.
- Distinguish between facts and opinions/interpretations in sources.

Civics and Government

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.

- Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.

b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.

Geography

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the community, Maine, the United States, and various regions of the world.

a. Explain that geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

c. Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.

d. Explain examples of changes in the Earth's physical features and their impact on communities and regions.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

a. Identify examples of how geographic features unify communities and regions as well as support diversity.

b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.

b. Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

E2 Individual, Cultural, International, and Global Connections in History

Students understand historical aspects of unity and diversity in the community, Maine, and the United States, including Maine Native American communities.

a. Describe examples in the history of the United States of diverse and shared values and traditions.

b. Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Wabanaki Studies

Worldview

Understand that the inter-dependency of life is central to the Wabanaki worldview. This will be similar and different from other cultural worldviews.

Cultural Continuity & Change

Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of Wabanaki specific contributions that have been passed from generation to generation.

Sovereignty

Identify examples of sovereignty. For example, (economic) sovereignty allows the state of Maine to make a tax on goods and services; (geographic) sovereignty allows towns to build and maintain roads; (political) sovereignty allows the United States to create a military to defend its people; and (cultural) sovereignty allows Indigenous people in Maine to take and use natural resources like ash and sweet grass.

Injustice

Describe specific ways in which the Wabanaki people suffered/suffer injustice because of differences with others. Describe specific stereotypes. Describe ways in which the student can combat stereotyping.

Economic Systems

Describe the contributions/ specialization of different groups in pre-contact Wabanaki society (work of women vs. men; hunters vs. elders; different trades such as canoe making, basket making or healing).

Economic Change

Understand that contact forced Wabanaki to revisit the three economics questions: What goods and services will be produced (for example, beaver furs), how will they be produced and distributed (more time/ specialization dedicated to beaver trapping), and for whom they will be produced (Europeans). This created a fundamental change in how Wabanaki lived and worked (for example, specialized division of labor, competition with Iroquois nations).

Governance

Understand the basic structure of modern Wabanaki (tribal) governments in Maine (e.g., Chief/Governor, tribal Councils, tribal courts).

Diplomacy & Interdependence

Be able to compare and contrast examples of Wabanaki diplomacy (historical and modern) and diplomacy of other nations including the United States.

Territory

Identify, in general terms, Wabanaki ancestral homelands in Maine and the Maritimes and compare this with the five Wabanaki communities (reservations) that exist today. Make predictions about how geographic features and environment shaped Wabanaki culture.

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Revised Bloom's Taxonomy/Webb's Taxonomy Depth of Knowledge

Bloom's: Remembering

- define
- list

Bloom's: Understanding

- describe
- discuss
- explain
- identify
- locate
- paraphrase

Bloom's: Applying

- illustrate
- interpret
- sketch
- use

Bloom's: Analyzing

- compare
- contrast
- differentiate
- examine

Bloom's: Evaluating

- select
- support


Bloom's: Creating

- construct
- create
- develop

Evidence of Learning

[EvidenceWab.doc](#)

<ul style="list-style-type: none"> • write <p>Webbâ€™s Depth of Knowledge</p> <ul style="list-style-type: none"> • Webbâ€™s DOK Level 1 (Recall) • Webbâ€™s DOK Level 2 (Skill/Concept) 	
<p>Learning Plan</p> <p><i>Students will show how the land/waterscape and climate of our land changed due to glacial recession to become hospitable for early Wabanaki culture. Students will define culture (a way of life) and be able to give examples of at least 4 subtopics (land usage, food, health systems, recreation, shelter, economics, government/sovereignty, traditions, language, arts). Students will describe culture of 4 Wabanaki tribes (Penobscot, Passamaquoddy, Micmac, Maliseet) in precontact time period including shelter, economics (stressing interdependence), seasonal sites for land/water use (and other concepts of climate's impact on lifestyle), food, government and traditions. Students will explore the science of archaeology, define artifacts and hypothesize what artifacts tell about a culture. Students will identify major watersheds in Maine and their impact on culture and ecology. Students will cite changes in culture due to European contact (especially on economics and sovereignty). Students will give specific examples of how Wabanaki culture has changed and stayed the same over time stressing that all cultures change over time. Students will choose an event or person that has had an impact on Wabanaki culture and be able to describe the impact. Students will study the collaborative economic system of the traditional Wabanaki in which all people contribute and benefit from gathering goods, wants and needs.</i></p> <p>ON GIANT MAP: mark travel routes of Wabanaki based on season. Summers were spent on the coast gathering resources from the Gulf of Maine, winters were spent inland.</p> <p>activities wab.doc http://www.penobscotculture.com/index.php/curriculum/the-river</p>	<p>Differentiation Plan</p> <p>Consider including:</p> <ul style="list-style-type: none"> by Content by Product by Process <p>Students can sketch examples of traditional culture. Biographical reading samples can be of varied levels to fit varied reading levels.</p>
<p>Resources for Students & Families</p> <p>www.abbemuseum.org</p>	<p>Resources for Teachers</p> <p><u>The Wabanakis of Maine and the Maritimes</u>: A resource book by and about Penobscot, Passamaquoddy, Maliseet, Micmac and Abenaki Indians (Prepared for and published by the Wabanaki Program of the American Friends Service Committee)</p> <p><u>A Journey Through Maine</u> by Mary Stockwell</p> <p><u>On this Spot</u> by Susan Goodman</p> <p>**LD291 resources in library</p> <p>**watershed map</p> <p>**archaeology items/reference</p> <p>**Gluskabe lit/films</p>

www.abbemuseum.org
www.maine.gov
www.penobscotculture.com
www.wabanaki.com
www.windowsonmaine.library.umaine.edu
<http://iceagetrail.umaine.edu>
<http://www.maine.gov/doe/wabanaki/schools.html>
<http://umaine.edu/hudsonmuseum/education/curriculum/resources/>
<http://mainerivers.org/watershed-profiles/>
http://www.nedoba.org/lang_place.html
<http://www.mpbnet.net/homestom/p8johnbear.html>
 [Saint Croix The River Slideshow.pptx](#)



Atlas Version 9.6.1

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	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	
Civics	Participates in a service-learning project (OTES 3rd trimester 2018-2019)	Understands how they can contribute to a classroom & school community	Participates in a service-learning project for the local community.	Understands local government: ideals, principles, purposes, structures, processes, citizenship, Wabanaki government.	Understands Maine governments (state & tribal): branches, elected officials, purpose, citizenship.	Explains the function of each branch of U.S. Government		
	Identifies community workers and volunteers and how they help (OTES 3rd trimester 2018-2019)		Understands how they can contribute to a classroom & school community			Participates in a service-learning project for the local community.		
	Understands school/classroom rules and responsibilities (OTES 1st trimester 2018-2019)		Identifies community workers and volunteers and the roles they play in promoting the common good.	Researches questions, makes decisions, & participates in a civic or service learning project at a local level.				
Economics	Understands the difference between wants and needs (OTES 2nd trimester 2018-2019)	Understands the difference between wants and needs	Describe how money is earned and managed in order to buy goods and services and save for the future.	Understands local economy: history, industries, trends, cultural impacts (including Wabanaki).	Understands Maine economy: natural resources, ports, industries, goods/services.	Creates a personal budget (either in present day or Colonial-era simulation)	Distribution of Wealth	
		Identifies goods and services common in the local community				Compares Colonial-era taxation to the present day		
Geography	Knows their own address, town, and state (OTES 2nd trimester 2018-2019)	Creates a basic community map (house, school, street, and town)	Identifies the continents and oceans.	Understands local geography: regions, locations, landforms, waterways, Wabanaki influences.	Identifies major elements of Maine geography: rivers, counties, mountains, cities, regions, borders.	Identifies major regions of the U.S., and identifies which region each U.S. state is in.	Central / South America	
		Creates a map of a familiar place (bedroom or playground)	NO SS Standard (Science has: Develop a model to represent the shapes and kinds of land and bodies of water in an area.)		Identifies Maine in the context of the U.S. map (region, mountain ranges, bodies of water, borders).	Identifies states on a map and their capitals with 80% accuracy.	Latitude / Longitude	
			No SS Standard (Science has: Obtain information to identify where water is found on earth.)					
History	Identifies a few key events from personal history (OTES 1st trimester 2018-2019)	Discusses the traditions, holidays, and celebrations of several different cultures.	Discusses the traditions, holidays, and celebrations of a culture from each continent.	Understands local history: major eras, people, conflicts, turning points, Wabanaki influences	Understands major people and events in Maine history (pre-contact to modern).	Identifies the 13 Colonies and discusses major themes of Colonial-era America (e.g., economic opportunities, religious freedom).	Revolutionary War (starting at the Declaration)	
	Applies terms such as "before" and "after" (OTES 1st trimester 2018-2019)	Identifies several key aspects of Wabanaki culture and history				Identifies stereotypes, such as with Native American culture and other cultures.	Westward Expansion	
						Describes the purposes of exploration and details one explorer's quest.		

L.M.S. Social Studies Vertical Team Notes 2019/2020

8/25/20

2020-2021 Hybrid Learning

	6th	7th	8th
Tri. 1 Themes	Choices	Innovation & Impact	Conflict/relationships
Tri. 1 Units	Social Justice: focus on Ghost Boys, Emmett Till	Rights & Responsibilities - students and then citizens - Government Focus	Who Am I? Social Identity Social Justice
Norms	<ul style="list-style-type: none">● Incorporate different viewpoints and perspectives in every era of history we teach.● Bring in other voices whenever possible.● Dig deeper than the headlines when you're talking current events - look at the impact. (Media Bias Chart)● Participate in Mock Election → October 19th electronically		

6/18/20

- I. 6th/8th Social Justice as a whole will be the focus trimester 1 (LGBTQ, BIPOC)
 - A. BLM
 - B. Wabanaki
 1. Dawnland Screening
- II. 7th Grade - Identity
 - A. US Government founding
 - B. Bringing in injustices and inequalities from the start
 1. Founding documents
 2. What it does well, and what the challenges are (states vs. federal)
 - a) *New Jim Crow*
- III. Staff Book Study
 - A. "Stamped" by Jason Reynolds and Ibram X. Kendi
 - B. ["So You Want to Talk About Race"](#) by Ijeoma Oluo
 - C. ["We Got This"](#) by Cornelius Minor
- IV. Other concerns -

Themes created 2019

- A. Prejudice against people with disabilities
 - 1. "Out of my mind" by Sharon M. Draper
 - 2. "Stuck in neutral" by Terry Trueman (nonfiction)
- B. Read alouds by advisories during "Read, Write, Think"
- C. ["Books as windows, doors, and mirrors"](#)

6/17/20

- I. Reminder of the [themes](#) and [Principles for Designing Learning](#)
- II. Essential skills to teach
- III. Sites/Platforms common 6-8
 - A. Financial Literacy activities
 - B. Interactive Maps <https://mrnussbaum.com/interactive-world-map-and-world-map-games>
 - C. [iCivics](#) activities, lessons, games
- IV. Assessment

First Trimester

I. 6th grade theme: Choices

- A. All about me, what choices do I have?
- B. Pull in current events
- C. BLM Book groups:
 - 1. Ghost Boys
- D. Native American connection
 - 1. 6th grade connection:
 - a) Clash with colonists

II. 8th grade theme: Conflict & Relationships

- A. BLM Book groups:
 - 1. Fiction - Murder on the Red River, The Hate U Give, All American Boys, Long Way Down, Ghost Boys, Dear Martin
 - 2. Nonfiction - The 57 Bus, Just Mercy, March (Books 1-3), Stamped, Born a Crime, They Called Us Enemy
- B. Native American connection:
 - 1. Truth and Reconciliation
 - 2. Dawnland movie

8th Grade Beginning Stage Planning 2020- 2021 Ideas

- Politics/ Election 2020

- <https://www.isidewith.com/>
 - Critique the system: who benefits? who doesn't? why?
- Social Justice/ Diverse Voices/Privilege
 - Black Lives Matter > 1619, Maine's statehood -> slavery
 - Penobscot Nation connection
 - Representation/ voice: city council, teachers, history, churches, industry
- Environmental Justice: Science -> equity of resources; impact of climate; Native lands
- Economy/ Old Town Revitalization
- Community Art / Symbolism
 - Mural, wheatpaste, public art
 - Memorials/ Monuments
 - Plaques around town to commemorate
 - Create a memorial (community partners > trail system, markers for notable places, people, industry)
 - Book groups for all →social justice!!
 - Narrative writing: interviews, news reports, micro-stories

Unit 1: Essential Questions

Identity-How do my relationships create conflicts and foster solutions?

Diversity-How do people in my community deal with conflicts? How do other people form positive relationships? How do differences lead to conflict?

Justice-What forces lead to conflicts (social, political, economic)? What groups of people benefit from conflicts?

Action-How can we create relationships to overcome causes of conflict? How can we be allies to help create resolutions to conflict? What can we do to make people feel safe?

6/12/20

- I. Reminder of the [themes](#) and [Principles for Designing Learning](#)
- II. Essential Standards at each level
 - A. 8th grade: [8th Grade Standards](#)
- III. Essential skills to teach -
 - A. Writing
 1. CERs
 2. Pushing for complete sentences, correct spelling, grammar
 - B. Evaluating Resources
 1. Facts vs. Opinions
 2. Media Bias Chart
 - C. Interpreting information
 1. Graphing, Data, & Maps

Themes created 2019

- IV. How will we bring in social models of learning and direct instruction without lecturing to a screen?
 - A. How do we create small enough groups?
 - B. How can we formatively assess over Google Meet?
 - 1. Exit tickets
 - a) Google Form
 - C. Projects vs. Smaller assignments
 - 1. Basic level vs. extensions
- V. Push for current events at all grade levels
 - A. BLM and talking about race in a majority white school with all white teachers
 - how to tackle
 - 1. YA Books?
 - B. What other platforms/websites to utilize
 - 1. CNN 10
- VI. Parking lot of resources/websites -
 - A. [Flipgrid](#)
 - 1. <https://www.edutopia.org/article/9-new-ways-use-flipgrid-classroom>
 - B. [Bamboozled](#)
 - C. [SHEG](#)
- VII.

2/27/20

- I. Any S.S. work on 3/20/20?
- II. Maine Bicentennial Opportunities
- III. Vertical sharing of resources
- IV. Bringing math, especially statistics and graphing, into Social Studies
- V. Next meeting date: Week of March 16th or March 23rd?

1/2/20

- I. Next meeting - February 13, 2020
- II. Check in on themes, which units have we done?
 - A. 6th -
 - 1. Introduction to research
 - 2. Map skills/Assessed latitude and longitude
 - 3. Five Themes of Geography: Location & Place
 - 4. Primary/Secondary Source Assessed

- 5. Human/Environment Interaction (Loon Research)
- B. 7th -
 - 1. Industrial Revolution/Invention Convention
 - 2. Westward Expansion-Civil War
 - 3. Maine Bicentennial
 - 4. Current Events
 - 5. Geography Regions
- C. 8th -
 - 1. Civil Conversations
 - 2. WWI - Focus on African American perspective
 - 3. WWII/Holocaust
 - 4. Current Events
- III. Thoughts on how the year is going
 - A. A lot of separation in subjects, hoping to integrate more in the next units
 - B. Time always a constraint
 - C. Getting clear on Scope and Sequence
 - 1. History Eras
 - a) 6th - Pre 19th century
 - b) 7th - 19th century (Westward Expansion, Civil War, Reconstruction, Industrial Revolution, Reform Movements)
 - c) 8th - 20th century

10/23/19

Agenda

- I. Check in on [themes](#)
 - A. 8th grade: conflict/relationships (WWI through African American lens, WWI topic of choice presentation/ WWII)
Unit 2: Changing world/technology
 - B. 7th grade: Unit 1: (Interactions) my role, citizenship, rights/responsibilities, formation of government
Unit 2: (Innovation and Impact) Economics, Industrial Revolution, and Invention Convention components

Themes created 2019

- C. 6th grade: Unit I All About You Five Themes of Geography, Location with absolute/relative. Place Special Memories of Maine, Primary/Secondary Sources, Choice of Country,
Unit 2: History-Revolutionary War (Conflict)
Unit 3: Activism
- II. Scope and Sequence
 - A. [2018 Theme Notes](#)
 - 8th grade: 20th Century
 - 7th grade: 19th Century
 - 6th grade: 18th Century
- III. Strands: Applications of Social Studies Process, Civics Engagement, History, Civics and Government, Economics, Geography, Habits of Work
- IV. Other Business
 - A. <https://www.maine200.org>
 - B. <https://mainecouncilsocialstudies.org/>
 - C. <http://www.sheppardsoftware.com/>
 - D. <https://lizardpoint.com/geography/>
 - E. <https://www.seterra.com/>
 - F. <https://bensguide.gpo.gov/>
 - G. Connect with math and science to build practical graph making/reading skills.
- V. Next Meeting: December or January TBD

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:19 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 2/24

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
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Regional School Unit #34
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Phone (207) 827-3932, Fax (207) 827-3926
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--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, February 24, 2021 08:01
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 2/24

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****Supports for Social Studies Curricular Review UPDATED*****

Thank you to everyone who completed my [initial survey](#) about how I can best support social studies curriculum reviews. The information and ideas that people shared was helpful in terms of thinking about next steps. **If you would like to potentially be involved in support moving forward, please complete this [NEW SURVEY](#).**

Maine History Teacher of the Year Nominations (EXTENDED DEADLINE)

The Gilder Lehrman Institute of American History is seeking nominations for the Maine History Teacher of the Year. State History Teachers of the Year receive \$1,000, an archive of materials for their school's library, and an invitation to attend a 2020 Gilder Lehrman Teacher Seminar. The deadline for 2020 nominations is **April 30, 2021**. [Nominate someone online](#) or check out their [website for more information](#).

*****MDOE Social Studies Experts Series*****

Continuing into 2021, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming weeks!

- **Culturally Sustaining Pedagogy in the Classroom-Activating Critical Consciousness with Current Events**
 - On **Tuesday, March 9 at 3:30pm**, join Newsela in examining how to activate critical consciousness in your classroom & district through strong pedagogical approaches and relevant, engaging current events resources. Now more than ever, leaders, educators and students need to be empowered to recognize forms of oppression in their communities so they can affect meaningful, lasting change in the world. [Register here](#).
- *****History Labs for All Students with Bruce Lesh (NEW DAY)**
 - Join Bruce Lesh (author of Why Won't You Just Tell Us the Answer) on **Tuesday, March 23 at 3pm ET** for a session about using History Labs with your students. Students with 504s and IEPs require adaptations to instruction to

ensure they have the same opportunity to access learning. Too often teachers restrict more complicated instructional approaches because they feel that their students cannot do the work. This session will provide examples of how to adapt the history lab process so that students with unique needs can engage in the historical inquiry process. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- *****What is Intellectual Charity, and Why Does it Matter? (with ThinkerAnalytix)**

- When you hear the word “charity,” you might think about donating money or time to a good cause. But there’s another meaning of charity that has to do with how we make arguments. “**Intellectual charity**” is a skill. We practice intellectual charity when we listen to and think about other people’s arguments with precision and care - especially when we disagree. Being “**charitable**” in this context means treating other people’s arguments in the same way you want them to treat yours: as intelligent and well intentioned. Give people the benefit of the doubt, and try to assume best intentions. Sounds simple, but this principle is very hard to practice when you disagree strongly. Why does intellectual charity matter? If you’ve ever been part of a discussion where a point of disagreement turns into a wave of assumptions, faulty evidence and emotional appeals, you’ve experienced the frustration of arguing without an honest exchange of ideas. This type of miscommunication happens everywhere - social media, classrooms, workspaces, and kitchens. The strain of talking past each other, learning nothing new, and feeling misunderstood often ends the discussion without making any progress. The first skill of charity is reading or listening to an argument carefully enough to pinpoint the exact points of disagreement and understand why you disagree. Forging a deeper understanding of someone’s argument puts you in a position to ask for clarification and to develop a respectful, rigorous response. On **Wednesday, April 14 at 3:00pm ET** join Harvard Fellow Nate Otey to learn a simple, practical set of tools that you can use to improve your students’ charity skills so they can discuss current issues with precision and care. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****Maine Teacher Leader Webinar Series**

Join me in celebrating the fantastic work that Maine educators are doing in classrooms around the state as I host the Maine Teacher Leader Webinar Series for social studies educators. Through the rest of this school year, I will be joined by Maine educators as they share insights into their classroom. These webinars are free and will be held later in the afternoon to allow for

educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us this Spring!

- **Using Books in Your Social Studies Classroom**

- Join Crystal Polk (MSAD 58) on **Tuesday, March 2 at 3:30pm ET** as she talks about different strategies and activities you can use to incorporate books into your social studies classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- *****Teaching Wabanaki Studies in Elementary School**

- Join Brianne Lolar (RSU #34) on **Thursday, March 18 at 3:30pm ET** as she talks about Wabanaki Studies, otherwise known as LD 291. This law was passed in 2001 and requires K-12 educators to teach about the Indigenous people of Maine, specifically the Wabanaki tribes, Penobscot, Passamaquoddy, Maliseet, Mi'kmaq, and Abenaki. Brianne is a lower elementary practicing teacher who will offer resources and tips on how to integrate the Wabanaki studies curriculum into your existing curriculums. She will also talk briefly about the history of the law and the importance of making this a priority in the classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **National Geographic Resources in the Classroom**

- Join 2020 Maine History Teacher of the Year and National Geographic Certified Educator Sarah Bailey (South Portland High School) on **Thursday, April 1 at 3:00pm ET** as she shares resources from National Geographic that you can use in your classroom! [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Teaching the U.S. History and the American Revolution to Elementary Students**

- On Tuesday, **April 13 at 3:00pm ET** join Stephanie Connors (Grade 4 Teacher - Mount Vernon Elementary School) as she shares how she incorporates United States History into her elementary classroom using her American Revolution as an example. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about

joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Understanding and Teaching The Electoral College**

- On **Tuesday, April 27 at 3:00pm ET** join Jamie Karaffa (Social Studies Teacher at Bruce Whittier Middle School) as she shares her recently completed capstone project related to understanding and teaching the Electoral College. Jamie will share different inquiries and approaches related to the Electoral College and Maine's approach to dividing up our votes. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Writing in the History Classroom**

- Join Dennis Edmondson (Mt. Ararat HS) on **Wednesday, May 5 at 3:00pm ET** as he talks about how to teach writing in your history classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Teaching Global Competencies**

- Join Bobbie Thibodeau (SAD 15) on **Wednesday, May 26 at 2:30pm ET** as she talks about how to teach "[Global Competencies](#)" in your classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****MDOE Social Studies Office Hours**

In order to continue to support educators throughout Maine, I will host open office hours for anyone wishing to "stop by" and ask questions of me or chat with anyone who attends. These sessions do not have an agenda or a formal presentation, but rather are meant as an opportunity to connect with myself and other interested social studies educators. [Use this link to register](#) for the February session which will take place on **Thursday, February 25 at 3:30pm**. After registering, you will receive a confirmation email containing information about joining the meeting.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Social Studies Opportunities

MCSS Virtual Conference: Courageous Conversations about Contentious Topics

The Maine Council for the Social Studies Presents: 2020 Virtual Conference: “Continuity and Change” The MCSS Board has worked to maintain our annual conference, but in a different format to address CDC restrictions and improve accessibility and flexibility for our members! NEXT UP... on **Thursday March 4 from 7-8pm** a Webinar led by Joe Schmidt, Maine Department of Education Specialist and NCSS Board Member. Joe will be discussing Courageous Conversations about Contentious Topics in the classroom. If we don't actively engage students in contentious conversations that our society is currently struggling with then what type of citizens are we preparing them to be? If we abdicate our responsibility as educators and school districts, then we cannot be surprised when we have people who struggle to engage with others both online and in person and I think most people agree that our society needs help in being better about that. In this webinar, engage in discussions around contentious topics, look at what research and leaders in the field say about the importance of having these discussions, and get resources and examples that you can use in your classroom the very next day!

The best news of all... The 2020 Virtual Conference is FREE to current members! Each Webinar will be archived and available to you, as a member, on-demand simply by logging into our website with your membership info and password. So even if you can't make the Webinar in person, you can view it anytime. The 2020 Virtual Conference is for members only. You can renew or become a member for the low price of \$25 (or \$10 for pre-service teachers or educators 55 and older). If your membership is not current (for many folks, membership ran out in July) or you are not a member and would like to become one, go here to join or renew today: <https://mainecouncilsocialstudies.org/join.php>

Webinar Registration

Registration each month is necessary to attend each monthly Webinar. So now is the time to register for the Webinar with Joe Schmidt (as long as you are a current MCSS member). Registration for this special event is limited to the first 100 participants to register.

When: Mar 4, 2021 07:00 PM Eastern Time (US and Canada)

Topic: Courageous Conversations with Joe Schmidt

Register in advance for this webinar here:

https://us02web.zoom.us/webinar/register/WN_rpXksvMtQ4eV9xFaUkOCDw

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved).

Maine Jump\$tart & Next Gen Personal Finance (NGPF) Partner Up to Provide Professional Development

Maine Jump\$tart and NGPF are partnering to provide Maine educators with engaging professional development opportunities. At these free virtual events, you will collaborate with other educators, build your content knowledge, and receive resources you can use NOW!

Check out the schedule and how to register below:

- Virtual PD: 5 in 50 on **2/24/21 at 3:00pm ET**
 - Hands-on session featuring five NGPF resources that you can use immediately in your classroom including Questions of the Day and the Teacher Toolkit. [Register here.](#)
- Virtual PD: Teaching via Arcade Games on **3/18/21 at 3:00pm ET**
 - Play games from the NGPF Arcade and share implementation strategies through active collaboration with peer teachers. [Register here.](#)
- Virtual FinCamp on 4/10/21 from 9am-12pm ET
 - A fast-paced three hour session that will include sessions on behavioral finance, checking in the 21st Century and activities that your students will love. [Register here.](#)

Upstander Project presents DAWNLAND - Directors' Cut + live Q&A

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official “truth and reconciliation commission” in the United States begins a historic investigation. National News & Documentary Emmy® award winning film DAWNLAND goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations.

On **Thursday, February 25 (7:00pm ET)** join chair of the Maryland Lynching Truth and Reconciliation Commission David Faunkle, educator and linguist Roger Paul (Passamaquoddy), filmmaker and Upstander Project director Adam Mazo, and Upstander Project learning director Mishy Lesser for a live Q&A moderated by Dodd Human Rights Impact director Glenn Mitoma after the film. The discussion will center on the burgeoning conversations and moves to create truth and healing commissions in the land now known as the United States. Panelists will explore lessons learned from the Maine-Wabanaki experience and ask: who truth commissions serve, what are their goals, who should lead these efforts, and what role documentation might play in how a truth commission’s work could impact public understanding? [For more information and to register, check out their website.](#)

***ThinkerAnalytix Instructional Coach Program

ThinkerAnalytix (a frequent presenter of webinars for Maine educators) is seeking Instructional Coaches who will work closely with their team over the summer to deep-dive on argument mapping and help us improve their materials. They encourage educators to apply in teams of 2 or 3 with their colleagues. They have found that teams of coaches get more out of our training sessions together and support each other throughout the school year. [Learn more about the expectations, stipend, PD credits, and more as well as apply on their website.](#)

*****Frederick Douglass and Literary Crossroads**

Educators are invited to apply for the online summer institute, “Frederick Douglass and Literary Crossroads,” funded by the National Endowment for the Humanities (NEH). This institute will take place virtually.

The program will provide you with several opportunities to enhance your knowledge and expertise covering Frederick Douglass’s Narrative of the Life of Frederick Douglass (1845) with students in your classes. In particular, learning and collaborative activities for “Frederick Douglass and Literary Crossroads” will provide you with:

- exposure to scholars with expertise on Douglass studies and African American literary studies
- chances to converse with a variety of secondary teachers who cover American and African American literature
- information about an array of pedagogical print-based, mixed media texts, and digital resources

[Learn more about the program and how to apply on their website.](#) **Application deadline is March 1.**

*****Women’s History Month Webinar Series**

The Council for Economic Education is excited about their first annual Women’s History Month Series! Explore a set of webinars celebrating women in the fields of finance and economics. Be prepared to learn some of the big names who have contributed to our systems’ checks and balances and walk away with an understanding of why there has been a growing number of women forging career paths in these areas. They will also discuss how to support enterprising young women through children’s literature that might inspire your students to come up with the Next Big Idea or pursue further work, study, and mentorship in finance and economics in college and beyond. Enjoy free lessons, materials, and extensions to share with your students and colleagues as we present this series with a focus on representation and paying tribute to women who have made a difference. [Learn more on their website.](#)

*****Holocaust Education & Civic Engagement**

How can Holocaust education empower students to advocate for democracy and an end to racism and hate? This webinar from Echoes & Reflections on **March 2 (4pm ET)** examines how the Holocaust and civic engagement can be taught side by side to help prepare students to be effective global citizens. [Learn more and register on their website.](#)

*****The Female Voice: Women in the Holocaust**

During the Holocaust, all Jews were targeted for annihilation, but the experiences of women were unique. To mark Women’s History Month, this webinar from Echoes & Reflections on **March 4 (3pm ET)** explores the challenges women faced during the Holocaust as they struggled to hold on to their identities. [Learn more and register on their website.](#)

NEH Summer Institute for K-8 Teachers - The Making of America: Colonial Era to Reconstruction

Led by acclaimed George Washington University historian Denver Brunsman and 2015 National History Teacher of the Year Mary Huffman, [The Making of America](#) offers K-8 educators the

opportunity to explore the people, ideas, and events that made America into a cultural, social, and political reality.

Teachers will learn about indigenous peoples and colonial societies, the American Revolution and the US Constitution, slavery and early US political and economic systems, and the causes and consequences of the Civil War and Reconstruction. Learn more and apply [here](#).

Application deadline is March 1.

Colonial Williamsburg Teacher Institute to be Virtual in 2021

Colonial Williamsburg is offering the following Teacher Institute Courses online this summer:

- Building Inquiry and Analysis Skills by Engaging with Primary Sources
- Teaching about Race and Slavery in the Colonial and America Revolutionary Periods
- Unraveling the Tapestry: Diverse Perspectives on the American Revolution

[Learn more about dates and how to apply on their website.](#)

Fulbright Teacher Exchanges Are Now Open!

Applications for Fulbright Teacher Exchanges are now open! Fulbright Teacher Exchanges are fully funded professional learning programs that provide opportunities to U.S. K-12 educators to share educational practices and bring 21st century skills and global perspectives into their Schools. Learn more by visiting www.fulbrightteacherexchanges.org. (Deadlines are in March for the Teachers for Global Classrooms program and the Distinguished Awards in Teaching Research program.) Questions? Please contact Fulbright Teachers for Global Classrooms alumnus Guy Hamlin at ghamlin@rsu71.org.

National Constitution Center - Scholar Exchanges

The National Constitution Center is here to support your social studies department with free Scholar Exchanges—LIVE online civics classes for students—every week.

Scholar Exchanges are:

- Live classes that are interactive and engaging: part lecture, part lively discussion.
- Easily incorporated into existing curriculum; no preparation required.
- Supported by free, ready-to-use resources that we share with teachers afterward.
- Helpful in encouraging civil dialogue, critical thinking, and active listening.

The upcoming February Scholar Exchanges are:

- Civil Liberties Overview
 - [Middle School/Introductory](#): Wednesday, Feb. 24 at 12 p.m. ET
 - [High School/Advanced](#): Wednesday, Feb. 24 at 2 p.m. ET

Open Access Articles from The Geography Teacher

Thanks to Taylor & Francis and the National Council for Geographic Education, these two articles are free to access through **March 1, 2021**.

Teaching About Food and Agriculture Using Web Mapping Tools and Spatial Data

<https://www.tandfonline.com/doi/full/10.1080/19338341.2020.1796742>

Teach the Geography of Food—Please!

Student Competitions & Opportunities

*****Osher Map Library - Student Map Competition (Grades 4-6)**

The Osher Map Library and Smith Center for Cartographic Education is pleased to host its sixth iteration of its annual Illustrated Mapmaking Contest. Open to 4th, 5th, and 6th Graders in Maine, the contest's prizes include a \$1000 First Place Prize (\$500 for the mapmaker and \$500 for their class), Second Place and Third Place prizes (\$300 and \$200 respectively, also to be split evenly between the mapmaker and their class), and Best in Grade prizes (\$100 each). Contest guidelines, FAQs, and Entry Release Form are available at www.oshermaps.org/contest. **All entries must be delivered by April 30th.** In conjunction with this contest, OML is offering free virtual mapmaking workshops for groups of at least ten students (supplies provided). Teachers of 4th, 5th, and 6th graders may schedule a virtual mapmaking workshop for their students by contacting Renee Keul at renee.keul@maine.edu. To stay up to date with contest news, please sign up for OML's education newsletter at www.oshermaps.org/education-newsletter.

Civics 101 Student Contest

K-12 students across the country are invited to record a 1-2 minute audio or video clip for this year's theme: **There Ought to be a Law**
"No idea too small, no idea too big. This can be a proposed rule for your school, a law for your state, we want you to think locally as much as globally."
Winning entries will air on the national podcast. [See Civics 101: A Podcast for more details.](#)
Submission deadline is March 31.

American Liberators of the Holocaust

On **February 25, 1:00 p.m (ET)** join Museum educators to discuss the few Americans who saw the atrocities of the Holocaust with their own eyes. The Allied soldiers who first entered the Nazi death and labor camps scattered across Europe are called Liberators. Watch as students from New Orleans interview the new interactive biography featured in the Museum's new special installation, Dimensions in Testimony: The Story of Alan Moskin. Mr. Moskin was drafted into the military at 18 and served in the United States Army during World War II. In May 1945, his Company participated in the Gunskirchen Concentration Camp's liberation, a Mauthausen sub-camp. This webinar is appropriate for grades six and up. [Register on their website.](#)

A Map of My Future World - Student Map Competition

The [Barbara Petchenik Competition](#) is a biennial map drawing competition for children. It was created by the International Cartographic Association in 1993 as a memorial for Barbara Petchenik, a past Vice president of the ICA and cartographer who had a lifelong interest in maps for children. The aim of the contest is to promote the creative representation of the world in graphic form by children. The competition is organized every two years. National winners are selected to represent each participating ICA member country. Each country sends their top 6 map finalists which are exhibited during the International Cartographic Conference (ICC). The

international winners are selected by an expert panel of cartographers at the ICC. The deadline for the participation in the [United States National Competition](#) is **April 15, 2021**.

Margaret Chase Smith Library - Student Essay Contest

The nation has been through another election cycle that has reminded us that the President of the United States is not ultimately selected by “we the people.” The Margaret Chase Smith Library invites students to offer their opinions on whether the Electoral College has outlived its usefulness, or if it is more important than ever given the country’s current deep political polarization. Should it be abolished, retained, or reformed?

The contest rules are minimal. It is open to Maine high school seniors. Essays must be typed and double-spaced. Electronic submissions are preferred. Contestants should provide contact information (email or mailing address) in order to receive notification of final results. For publication purposes, essays should be no longer than 2000 words. As always, quality of evidence, argumentation, and writing is more important than quantity of pages. The best essays support personal opinions with historical context and cited facts. You can sample past prize-winning entries at <http://www.mcslibrary.org/awards>.

The Library will award \$1000 for first place, \$500 for second place, \$250 for third place, and five \$50 honorable mention prizes. **Essays are due by April 2, 2021**. Prizes will be announced by May 3rd.

To submit entries or for more information, please contact:

John Taylor
Margaret Chase Smith Library
56 Norridgewock Avenue
Skowhegan, ME 04976
(207) 474-7133
e-mail: jtaylor@mcslibrary.org

Articles Related to Distance/Blended Learning

The Camera-On/Camera-Off Dilemma

A new study offers some guidance for striking a balance between class cohesion and privacy. Plus, strategies from teachers to encourage camera use in context. [This article from Edutopia shares some insights for educators](#).

Teaching Remotely in Times of Need

Check out this [presentation](#) from Dr. Torrey Trust from UMass-Amherst that covers a series of best practices, tools, and resources for teaching remotely.

An Educator’s Resource for Distance, Remote, and eLearning

Schools all over the world are closing their doors due to health concerns. So many of them are turning to eLearning, distance learning, remote learning. Trying to make sense of it? Trying to just keep your head above water? Matt Miller and Ditch That Textbook has you covered. In his [eLearning, remote learning and distance learning page](#), he has lots of resources.

Research Article

No, Elementary Students Are Not Too Young to Talk About Race

ASCD has pulled together [research and best practices](#) supporting the teaching of race in grade level appropriate ways for younger students.

Should Teachers be Apolitical?

[This article](#) from the Hechinger Report explores how teachers engage with current events in their classrooms and notes that when even facts are politicized, guidance that teachers steer clear of politics in the classroom is all but impossible to navigate. Research tells us that discussing current events is an important strategy for linking social studies content to students' lives and preparing them for civic life.

Informational Article

Engaging Elementary Students with Historical Thinking

Social studies students regularly consider the past through its written and material culture, whether that means diving into daily life in colonial America through letters or examining ancient coins to better understand the spread of the Roman Empire. Students can learn a lot about the work of historians by applying this approach to items from their own daily lives. I've found that if I remind my students that in the future, our lives and culture will be reconstructed in a similar fashion, they're intrigued, and if I challenge them to imagine what a student 100 or 200 years from now might infer when examining a contemporary artifact, they're keen to get to work. [Read the entire article here.](#)

*****Weekly Technology & Resource Spotlight**

The Center for Antiracist Education (CARE)

The Center for Antiracist Education (CARE), a new initiative by Stand for Children, partners with educators to identify antiracist curriculum, build antiracist expertise, and demonstrate how to successfully create classrooms that are places of healing, not harm. [Learn more about CARE.](#)

Geography for Kids (Elementary)

Geography for Kids is a new (to me) resource that highlights geographic thinking and basic geographic concepts for young kids. You can view the website [here](#).

New Medal of Honor Lessons

The Medal of Honor Foundation has released new lessons that highlight elements of character education. The lessons range from citizenship to responsibility. You can view the lessons [here](#).

Teach about Asia

Asia for Educators has resources for educators teaching about China and Europe, the Mongols in World History, Living in the Chinese Cosmos, and the Song Dynasty. Check them out [here](#).

As always, thank you for subscribing and do not hesitate to reach out if there is anything that I can do to support you.

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)

Acting Coordinator of Secondary Education

Social Studies Specialist

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Augusta, ME 04333

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[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)

joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:21 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 3/11

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

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Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

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RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, March 11, 2020 07:19
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 3/11

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#). Opportunities and resources shared through this listserv are compiled on the [DOE Social Studies professional learning calendar page](#). If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

Bring the World into Your Elementary Classroom - FREE Webinar

Want to make geography skills an exciting part of your elementary classroom? Join Laura Waite and Pamela Marshall (both from Otisfield Community School) on **Tuesday, March 24 at 3:30pm (ET)** for the next webinar in our Teacher Leader Webinar Series.

This webinar will show you how you can provide geography mysteries for your class to solve. By using photos, your students will try to figure out where in the world the photos represent. Using maps, globes, atlases or any resources you choose, students work as a whole group, small groups, or in pairs to solve the mystery. Several mysteries from Pamela and Laura's travels around the world will be provided to get started in your classroom. This is the kind of experience that gets even young students fired up, as evidenced by their enthusiasm in class and their talk at the dinner table. They LOVE these mysteries and develop geography skills and vocabulary while feeling like they are playing a game. You can join this webinar online at <https://zoom.us/j/594340297> or by calling (646) 876 9923 and using meeting ID#: 594 340 297.

Taking a Risk! - Free Webinar

Join Derek Carroll (SeDoMoCha Middle School) on **Tuesday, April 14 at 3:30pm (ET)** for another webinar in our Teacher Leader Webinar Series. This webinar opportunity looks at using games in the classroom as tools to enrich instruction, for the purpose of augmenting student engagement and comprehension.

For centuries play has been a vital part of learning and continues to be a vital, albeit often forgotten realm of instruction. In this session we will explore how games support learning, how best to utilize games in an educational setting, as well as some examples of games to utilize, and the ways in which they can benefit all students. So set up the game board and roll out the dice. Bring games into the classroom. Wouldn't that be nice? You can join this webinar online at <https://zoom.us/j/361812203> or by calling (646) 876 9923 and using meeting ID#: 361 812 203.

Maine Launches Innovative Bicentennial Curriculum Initiative; An Opportunity 200 Years in the Making

The Maine Department of Education (DOE), in collaboration with the Maine Bicentennial Commission (maine200.org) and the [Maine Historical Society](#) has launched an online resource designed to help Maine teachers integrate Maine's Bicentennial into their classrooms. The Bicentennial Curriculum Initiative enables educators to share their own lesson plans, download lesson plans created by other Maine teachers, and access new curriculum resources and primary documents related to Maine, its history, and culture. This Initiative is supported by funding from Jane's Trust and the Maine Bicentennial Commission.

Available through the [Maine Memory Network](#), the statewide digital museum created by the Maine Historical Society features historical items, online exhibits, and stories contributed by 270 organizations across Maine, the [Bicentennial Curriculum Initiative](#) is a resource designed to encourage and support Maine's pre-k through adult educators in sharing ideas and best practices for implementing engaging and effective lessons to commemorate Maine's Bicentennial with Maine students. Educators are invited to visit the [Bicentennial Education](#)

[Initiative web page](#) to search by grade level, topic, content area, standard, and other fields for incredible ideas on how to commemorate our State's Bicentennial with students of all ages. [The launch of the Bicentennial Curriculum Initiative](#) opens the site for your contributions. Please consider uploading a lesson plan, browse the initial lesson plans that have been added to the site, and explore extensive Maine history content. Check back frequently: the site will grow throughout the year and become a permanent resource for teachers.

To submit a lesson plan, educators can visit mainememory.net/lessons/submit to complete a simple submission template, and then upload additional resources. Once uploaded, lesson submissions will be reviewed for completeness and then placed on the Bicentennial Curriculum Initiative web page, where other educators from across the state can access them. Educators who participate by sharing resources will have their names entered into a random monthly drawing (February 2020 – December 2020) for \$400 in cash for use in their classrooms. Participants for this program are intended to be public and private school educators for grades pre-k to 12, Career and Technical Educators, Adult Education Instructors, and Post-Secondary Instructors. For more information or to ask questions about the process, please contact Kathleen Neumann kneumann@mainehistory.org.

Social Studies Curricular Review & Standards Implementation

Has your school looked at the new Maine Learning Results for Social Studies and now you are wondering what is next in terms of implementation? Join Joe Schmidt (Social Studies Specialist/Maine DOE) as he works with curriculum leaders and teacher teams to examine potential next steps in their school/district. It is encouraged that schools send teams as a majority of the day will be spent examining what is currently being taught, how it fits into the mission/vision of the school, how it aligns with the standards, and begin making plans about to better meet the needs of their students.

In order to make this a “no fee” event, each school/district team will have to bring copies of the revised Maine Learning Results for Social Studies for each team member, as well as pink/yellow/green highlighters, chart paper/markers, sticky note, and pens. A reminder about supplies will be sent prior to the meeting.

The following dates/locations are currently scheduled:

- Tuesday, April 7 - Presque Isle
 - [Register using this form](#). Any questions contact Christopher Hallett (hallettc@sad1.org)

If you are interested in helping to host a training in your area, please contact Joe Schmidt (joe.schmidt@maine.gov).

List of Social Studies PD Opportunities for Teachers

Each year the Council of State Social Studies Supervisors compiles a list of professional development opportunities for social studies teachers. [Check out this amazing resource!](#) A special thanks to all of the organizations who helped contribute to this work and to the many organizations who are offering high quality social studies professional development for teachers across the country. Please email stefanie.wager@iowa.gov with any questions, comments, or to add programs to this list. Many of the opportunities listed are offered free or low cost, but some opportunities do include a cost.

NEW ADDITION Kris McDaniel (my colleague from the Wisconsin Department of Public Instruction) has a [calendar of FREE webinars](#)!

Social Studies Opportunities

Fostering Financial Education in Maine Schools Conference

[Registration is now open](#) for Maine's premier financial education training event! The annual [Fostering Financial Education in Maine Schools Conference](#) was created to bring together educators, counselors, and Maine's financial capability champions in order to support Maine schools in their efforts to promote lifelong financial wellness. This year's conference will feature two full days of training, including an [Unconference](#) and a [NGPF FinCamp](#), followed by our popular full-day conference. Exhibitors will also be on hand to share their resources. Attendees can register for the full two days, or any one of the individual events. Attendees will earn contact hours, and 8.5 credits towards their NGPF Academy Profile for attendance at the Unconference and FinCamp. [Click here](#) for the agenda and full details!

COST: A \$50 conference fee is required upon registration. Classroom teachers, including JMG Specialists, are eligible to have the fee waived by entering the code CLASSROOM when registering. Substitute teacher reimbursement is also available to all Maine teachers. Classroom teachers who are traveling 99+ miles one way and attending the events on May 7th and/or May 8th are eligible for a FREE hotel room, reserved by Maine Jump\$tart at the Best Western near the Augusta Civic Center, for the nights of May 6th and May 7th. If this applies to you, please select which nights you will need accommodation when registering.

Maine Bicentennial Education Resources for Teachers

Maine Historical Society is helping lead a participatory statewide commemoration of Maine's Bicentennial (1820-2020) that will celebrate Maine, explore how 13,000 years of history shapes the state today, and support efforts to prepare Maine for the future. We also want to help teachers share Maine history with their students! This [website](#) supports Maine's PK-adult educators in sharing ideas and best practices for creating engaging and effective lessons to commemorate Maine's Bicentennial. If you are interested in having a Maine Historical Society educator visit your classroom at no cost to your school to present one of the MHS lessons, or if you are interested in submitting a lesson plan of your own, please contact the Manager of Education and Public Programs at kneumann@mainehistory.org.

*****Maine Student/Parent Mock Election - Save the Date!**

The Secretary of State's Office will sponsor the Maine National Student/Parent Mock Election and host a Rally & Tally Celebration event at the Maine State Armory in Augusta on **October 21, 2020 from 10:00 am – 1:00 pm**. More than 26,500 students from over 150 schools participated in the last presidential cycle Mock Election in 2016. Please keep this program in mind as a tool to engage students in the electoral process and join us at the Rally where your students' votes are combined with their peers across the country via the National Student/Parent Mock Election program. For more information and to view 2018 results, visit www.maine.gov/sos/kids/mockelection/ or contact Nicole Ladner at nicole.ladner@maine.gov or 626-8400.

*****FREE Screening of Dawnland**

In honor of International Day for the Right to Truth and Women's History Month the Upstander Project will present a free online worldwide screening of Dawnland, Upstander Project's documentary about stolen children and cultural survival. This will be followed by a Q & A with the filmmakers on **Thursday March 26th at 6:30pm ET**. Thanks to Facing History and Ourselves, Cultural Survival, and the Abbe Museum for co-sponsoring this event! [Register here for the Dawnland screening on March 26th.](#)

*****Inquired - FREE Webinars**

Teaching Literacy Through Social Studies

TODAY Wednesday, March 11th at 4:30 pm/EST: A literacy-rich social studies curriculum that emphasizes the importance of reading comprehension and communication can meet rigorous ELA standards. But how can you ensure your social studies curriculum is aligned with ELA standards? How can you begin to develop these connections? [Register on their website.](#)

Election Year Social Studies

Wednesday, March 18th @ 4:30 pm/EST: Inquiry-based social studies empowers students to participate in the civic life of their local, state, and national communities. How can a contentious election year provide an opportunity to explore civic participation? What are the challenges educators face in polarized environments? Join teachers and administrators for a panel discussion about election year social studies featuring Stefanie Wager (President-Elect of NCSS) and Dr. Paula McAvoy (Assistant Professor of Social Studies Education at NC State). [Register on their website.](#)

*****Tech Based Formative Assessments for Economics and Personal Finance - FREE Webinar**

Economics, personal finance, and business teachers are always looking for meaningful formative assessment options to gauge student understanding. [Register](#) to join the Council for Economic Education for their webinar on **Wednesday, March 18 at 7pm ET**, where they will introduce several tech-based options for you to use immediately in your classes. Many of these applications are gamified and increase student motivation with feedback. All of the options provide teachers with important information regarding current levels of student understanding. [After this webinar](#), you'll be easily creating and delivering digitally based assessments for your students.

*****Facing History and Ourselves/Anti-Defamation League - FREE Webinar Series**

Facing History and Ourselves and the Anti-Defamation League Education invite you to join them for two webinars this month. On **March 23 (7pm ET)** join them for a conversation with social justice advocate Eric Ward about [confronting racism and antisemitism in our communities](#). They hope you follow up this important discussion by attending their webinar on **March 26 (7pm ET)** with the American Federation of Teachers and Linda Darling-Hammond, who will discuss how educators and administrators alike can play a role in [addressing pervasive racial and class disparities in education](#).

*****C-SPAN's 2020 Summer Teacher Fellowship**

C-SPAN's annual Teacher Fellowship program invites three teachers from across the country to join us in our offices in Washington, DC. The Fellows will spend four weeks during July collaborating with our Education Department to develop new teaching materials using C-SPAN resources. Each Fellow receives an award valued at \$7,000 which includes housing and travel expenses. Applicants should have familiarity with C-SPAN's programs and be able to demonstrate their successful integration of C-SPAN's programming and lessons into their classrooms. [2020 Summer Teacher Fellowship Application](#) (Google Form) Applications must be received by **Friday, March 13**.

*****C-SPAN's 2020 Summer Educators' Conferences**

This July C-SPAN will host two conferences for middle and high school teachers. Each conference is a day-and-a-half long and will be held at C-SPAN's offices in Washington, DC. Airfare to and from Washington, two nights' hotel stay, and meals during the conference are all provided by C-SPAN. The conferences will bring middle and high school educators (grades 6-12) to Washington from across the country. Participants will learn about C-SPAN and our online resources, as well as how to better integrate these materials into their classroom. If you have not attended one of our previous conferences, and you are interested in learning more about the free resources that C-SPAN provides for students and teachers, we invite you to apply to attend one of our conferences.

The two conferences will be held:

- Middle School - Monday and Tuesday, July 27 - 28
- High School - Thursday and Friday, July 30 – 31

APPLY HERE: [C-SPAN 2020 Summer Educators' Conference Application](#) (Google Form)
Conference applications must be received no later than Friday, April 3.

Exploring Wabanaki/Maine History

Join Maine-Wabanaki REACH and Readfield U on **Sunday, March 15 from 2:00-4:00pm** (ASA Gile Hall - 8 Old Kents Hill Road, Readfield, ME) for an interactive story-telling experience. Participants will learn about events in the colonizing history of Wabanaki people (the Indigenous people of Maine) and Europeans and their descendants. The goal of the program is to increase our understanding of colonization. This is a participatory program appropriate for adults and teens. As with all Readfield U events the program is free and open to the public. Space is limited and Pre-Registration is required. For more information and to register visit their web page www.readfieldu.org.

Inquiry-Based Arctic Curriculum Opportunity

There is an initiative underway to gather 20-30 elementary, middle school, and high school teachers to participate in a workshop to discuss and evaluate possibilities regarding integration of Arctic and climate science research being done at the University of Maine Orono into curriculum and classrooms K-12. They are looking for teachers from all disciplines and welcome elementary, middle, and high school participants. Please email Erin Towns, Edward Little High School etowns@auburnschl.edu for more information or if you are interested in participating in this unique opportunity. Space is limited so if interested, please reach out today.

John Morton Excellence in the Teaching of Economics Award

Do you love economics? Do you have a unique or exemplary approach to incorporating economics into your classroom instruction? Or do you know someone who does? The Council for Economic Education's (CEE) John Morton Excellence in the Teaching of Economics Award is the only national award recognizing these teachers! [Learn more on their website](#) or teachers are encouraged to [apply at this link](#). Applications are due **July 10, 2020**.

Dr. Sam Wineburg Talks Argument Writing - FREE Livestream

Join the UC Irvine History Project for a special event on featuring [Dr. Sam Wineburg](#) (Stanford/SHEG) on **March 26 at 8pm ET**. The event is courtesy of The Write Center at UC Irvine where Dr. Wineburg will discuss argument writing in the history classroom. Dr. Wineburg is an expert in helping students learn to think like historians, evaluate evidence, and construct arguments. [Check out their website to learn more and to register for the livestream of the event](#).

Countering Hate Through Education

Education transforms lives. The International March of The Living (MOTL) provides leadership in Holocaust education, strengthens education systems worldwide, and responds to contemporary global challenges through education. A major theme is human rights. MOTL believes that education is a tool to prevent violent extremism and that there has been a rise in anti-Semitic attacks worldwide. In response, MOTL is scheduling an international live streamed broadcast from Auschwitz sponsored by The Miller Center for Community Protection and Resilience at Rutgers University, on **Monday, April 20th** at 11am ET. Effectively communicating the messages of the Holocaust becomes increasingly challenging with time. The passing of survivors and the increase in anti-Semitism make this all the more important. [Check out the link to a full description of the program](#).

FREE Access to Census Issue of *The Geography Teacher*

Routledge in partnership with the National Council for Geographic Education is excited to announce that [The Geography Teacher's special issue, 2020 Census](#), is now available to read with free access until **May 1, 2020**. [Read more about it the issue and see related materials](#).

Student Competitions & Opportunities

***We the Students Essay Contest

At the Bill of Rights Institute, they love to ask challenging questions. They also love to reward students who rise to the challenge by tackling some of the most compelling questions of our time. For this year's [We the Students Essay Contest](#), they are challenging students to tell them what civil discourse means to them. The students who provide the most thoughtful, meaningful responses to this question will receive scholarship awards of up to \$7,500. A total of fourteen students will receive scholarship prizes totaling \$19,000.

[For this essay](#), they are asking students to not only share their comprehension of what civil discourse is meant to be but also to relate what it looks like when it works – and when it does

not – and why. Perhaps they will choose to include mention of a time when they, themselves, were part of an exchange intended to understand something – how did they go about it? Students are encouraged to bring emotion, creativity, specific examples (including current events), and well-researched facts into what they write. [Check out their website for more information and to submit an essay](#). **Submission deadline is April 15.**

Margaret Chase Smith Library Essay - “How Life Should Be”

As the Pine Tree State celebrates its bicentennial in 2020, there will be much celebration of the past. For the 24th annual Margaret Chase Smith Essay Contest, the Margaret Chase Smith Library would like to invite high school seniors to look to the future and share with us ideas of how they would propose to make Maine “the way life should be” for young people so that more of them will choose to live in a state with one of the oldest populations in the nation.

The rules of the contest are minimal. It is open to **Maine high school seniors**. Essays must be typed and double-spaced. Electronic submissions are accepted. Contestants should provide complete contact information in order to receive notification of final results. For publication purposes, essays should be no longer than 2000 words. As always, quality of evidence, argumentation, and writing is more important than quantity of pages. The best essays support personal opinions with historical context and cited facts. The Library will award \$1000 for first place, \$500 for second place, \$250 for third place, and five \$50 honorable mention prizes. **Essays are due by April 1, 2020.** Prizes will be announced by May 4th. [Check out their flyer for more information and for direction about how to submit](#).

Research Article

TIAA Institute - Millennials and Money

Millennials (individuals age 18–37 in 2018) are the largest, most highly educated, and most diverse generation in U.S. history. Millennials are making financial decisions that will likely shape the future of the U.S. economy for the next 30 years, and they are doing so in an increasingly complex financial landscape. Overall, TIAA found that millennials currently tend to be highly indebted. Concerns about student loan repayment and over-indebtedness are more common among millennials than older working-age adults. Further, millennials more commonly engage in expensive money management behaviors than do older working-age adults. They also demonstrate lower basic financial literacy levels while at the same time being more likely to overestimate their own financial knowledge. In addition, millennials are worse off along these dimensions than young adults were in 2009. These factors likely explain much of the financial fragility and high levels of anxiety over personal finances that exist among millennials. [Read the entire report](#).

Informational Article

Teaching Black History in Culturally Responsive Ways

Black history is American history, and it should be taught throughout the year across the curriculum—not confined to a single month. No matter what subject you teach, there are ways you can infuse black history into your daily lessons in a way that is prophetic and purposeful. [Read the entire article from Edutopia](#).

*****Weekly Technology & Resource Spotlight**

New Resources and Collections from the Smithsonian

Women's Suffrage Movement

Are the tactics used by suffragists to fight for political power still effective? Last spring, the National Museum of American History explored this question with thousands of youth, both in person and digitally. To keep the conversation going, they have created [four short videos](#) of our amazing curator Lisa Kathleen Graddy explaining the strategies and tools that were used during the women's suffrage movement. Want to make an entire lesson plan out of it? Check out the full [National Youth Summit recorded event](#) featuring Caty Borum Chattoo, Dolores Huerta, Naomi Wadler, and Page Harrington. Your time is limited; that's why they also have [a conversation kit](#) and [a Learning Lab collection](#) to support you!

Open Access

The Smithsonian just released a new site called [Open Access](#) focused sharing almost three million still images, text, sound recordings, research datasets, 3D models, and collection data. It gives you free and easy access to 2D and 3D images from all 19 Smithsonian museums, its nine research centers, libraries, archives, and the National Zoo, all in the public domain. Use however you want for whatever you want as much as you want.

Becoming US

The people of North America came from many cultures and spoke different languages long before the founding of the United States, even before European contact. At the center of Becoming US is the understanding that some people were already in the land that is today the United States, some people were brought against their will, some people came voluntarily, and some people never moved but became part of the United States as its border expanded to include them.

Despite the nation's history of immigration, incorporation, and importation of people to the place we now call the United States, most school curricula leave out key truths and themes about how people become American and live in the nation together. [Becoming US](#) provides resources that change how migration and immigration are learned.

Those Golden Jeans (Grades 3-5 w/ Kahoot!)

In the elementary economics lesson [The Golden Jeans](#), students will explore the types of resources needed to produce goods and services ranging from candy bars to jeans. All materials and Kahoot! can be found on this [EconEdLink page](#).

2020 APUSH Exam Review Materials

Peter Paccone (APUSH teacher - San Marino High School) has created a [slidedeck for students](#) around the world to use as they begin preparing for Advanced Placement U.S. History test.

Thank you for subscribing and have a great day!

Joe Schmidt
Social Studies Specialist
Western Maine Regional Representative
Maine Department of Education
23 State House Station
Augusta, ME 04333
(207) 624-6828
[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:19 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 3/17

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, March 17, 2021 07:31
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 3/17

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#). You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#). If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

Supports for Social Studies Curricular Review (Last Call!)

PLEASE NOTE: THIS IS NEW SURVEY. This follow up survey is meant to start working to provide targeted support to those who asked for help in the initial survey, but the response rate of the follow up survey has been significantly less than the initial survey. Thank you to everyone who completed my [initial survey](#) about how I can best support social studies curriculum reviews. The information and ideas that people shared was helpful in terms of thinking about next steps. **If you would like to potentially be involved in support moving forward, please complete this [NEW SURVEY](#).**

Maine History Teacher of the Year Nominations (EXTENDED DEADLINE)

The Gilder Lehrman Institute of American History is seeking nominations for the Maine History Teacher of the Year. State History Teachers of the Year receive \$1,000, an archive of materials for their school's library, and an invitation to attend a 2020 Gilder Lehrman Teacher Seminar. The deadline for 2020 nominations is **April 30, 2021**. [Nominate someone online](#) or check out their [website for more information](#).

*****MDOE Social Studies Experts Series*****

Continuing into 2021, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming weeks!

- **The Impact of Racial Discrimination on Black American Lives in the Jim Crow Era (1944-1960) with the National Archives**
 - Join the National Archives on **Tuesday, April 6th at 3:30pm ET** as they talk using primary sources to discuss racial discrimination in the Jim Crow Era. Learn how your students can analyze documents from the holdings of the National Archives to assess the impact of legalized racial segregation on the lives of Black Americans from 1944 – 1960. After analyzing primary sources, students will be able to discuss how Jim Crow, a system of laws and practices set in place to maintain white supremacy, limited the freedom of African Americans. These documents from 1944 – 1960 express the words and actions of people or institutions working to either remove or reinforce race-based barriers to equality. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live

- What is Intellectual Charity, and Why Does it Matter? (with ThinkerAnalytix)

- When you hear the word “charity,” you might think about donating money or time to a good cause. But there’s another meaning of charity that has to do with how we make arguments. “**Intellectual charity**” is a skill. We practice intellectual charity when we listen to and think about other people’s arguments with precision and care - especially when we disagree. Being “**charitable**” in this context means treating other people’s arguments in the same way you want them to treat yours: as intelligent and well intentioned. Give people the benefit of the doubt, and try to assume best intentions. Sounds simple, but this principle is very hard to practice when you disagree strongly. Why does intellectual charity matter? If you’ve ever been part of a discussion where a point of disagreement turns into a wave of assumptions, faulty evidence and emotional appeals, you’ve experienced the frustration of arguing without an honest exchange of ideas. This type of miscommunication happens everywhere - social media, classrooms, workspaces, and kitchens. The strain of talking past each other, learning nothing new, and feeling misunderstood often ends the discussion without making any progress. The first skill of charity is reading or listening to an argument carefully enough to pinpoint the exact points of disagreement and understand why you disagree. Forging a deeper understanding of someone’s argument puts you in a position to ask for clarification and to develop a respectful, rigorous response. On **Wednesday, April 14 at 3:00pm ET** join Harvard Fellow Nate Otey to learn a simple, practical set of tools that you can use to improve your students’ charity skills so they can discuss current issues with precision and care. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- Teaching Graphic Biographies with the OER Project (Grades 6-12)

- How can we tie together literacy, inclusivity, and all of the advantages of teaching history globally? Join the OER Project on **Wednesday, May 12 at 3:30pm ET** as they share their engaging graphic biographies of individuals, mostly drawn from the ‘margins’ of world history, carefully built to help students connect these lives to the ‘big stories’ of world history, and with lesson plans that will let them practice visual and textual literacy skills. Your students will love them, and the OER Projects hopes you will too. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **The Power of Technology to Build Culturally Responsive Classrooms with EVERFI (Grades 8-12)**

- We find ourselves in a moment where the dialogue about racism - both systemic and interpersonal, is happening across the nation. As we continue to build our class culture, many educators are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. On **Thursday, June 3 at 3:30pm ET**, join EVERFI's Maine Schools Manager Kayla Boyer, for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms. In this session, they will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will also gain access to a digital resource for teaching about Black History as well an Anti-Racism Extension Guide, complete with lessons, activities, and relevant articles.
- Attendees will receive:
 - [Anti-Racism Extension Guide](#)
 - Access to the free digital lessons available to support student learning around diversity, equity and inclusion, including:
 - [306: African-American History](#)
 - [306: Continuing the Story](#)
 - [Diversity Foundations](#)
 - [BINAH: Building Insights to Navigate Antisemitism & Hate](#)
- For questions, please contact Kayla Boyer, Maine Schools Manager at kboyer@everfi.com or call 603-540-8162.
- [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****Maine Teacher Leader Webinar Series**

Join me in celebrating the fantastic work that Maine educators are doing in classrooms around the state as I host the Maine Teacher Leader Webinar Series for social studies educators. Through the rest of this school year, I will be joined by Maine educators as they share insights into their classroom. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us this Spring!

- **Teaching Wabanaki Studies in Elementary School**

- Join Brianne Lolar (RSU #34) **TOMORROW, March 18 at 3:30pm ET** as she talks about Wabanaki Studies, otherwise known as LD 291. This law was passed in 2001 and requires K-12 educators to teach about the Indigenous people of Maine, specifically the Wabanaki tribes, Penobscot, Passamaquoddy, Maliseet, Mi'kmaq, and Abenaki. Brianne is a lower elementary practicing teacher who will

offer resources and tips on how to integrate the Wabanaki studies curriculum into your existing curriculums. She will also talk briefly about the history of the law and the importance of making this a priority in the classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Integrating Polar Studies Into Maine Classrooms Using Visual Arts, Social Studies, and Environmental Science**

- Join National Geographic fellow and 2020 PolarTREC Educator Erin Towns (Edward Little HS/Auburn) on **Tuesday, March 30 at 4:00pm ET** as she talks interdisciplinary connections to polar studies. Brain science proves that students fostering visualization of any content (curricular or otherwise) by targeting and using the occipital lobe as the central point of processing the information, is one of the strongest ways to help that material enter the brain... and stay there even as external stimuli compete for attention. Interested teachers will learn more about the benefits of using visually based strategies and tools to tell stories about one of the most pressing geopolitical issues of our time, The Arctic. Since the Cold War, climate change and a warming Arctic have opened up new opportunities to Arctic states and societies for conflict and cooperation in environmental, economic, social and political areas. Maine's direct connections to the Arctic are growing making it a relevant and necessary topic to address in the classroom. This webinar will provide an overview of interdisciplinary strategies being used currently in a high school social studies classroom that combine social studies, environmental science, and visual arts to learn about the Arctic's formidable challenges related to climate, global warming, environmental degradation, cultural preservation, economic development, and political influence.

It is the ultimate goal to prepare students to take future informed action using the power of geography, visual arts, polar science, and social science. Participants will gain insight and strategies into how these topics can be integrated into existing curriculums being taught already. Teachers will leave with strategies, lesson plans, and ideas ready for immediate implementation no matter what topic or period of time they are teaching. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **National Geographic Resources in the Classroom**

- Join 2020 Maine History Teacher of the Year and National Geographic Certified Educator Sarah Bailey (South Portland High School) on **Thursday, April 1 at 3:00pm ET** as she shares resources from National Geographic that you can use in your classroom! [Registration is required and educators can register here](#). After

registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Teaching the U.S. History and the American Revolution to Elementary Students**

- On Tuesday, **April 13 at 3:00pm ET** join Stephanie Connors (Grade 4 Teacher - Mount Vernon Elementary School) as she shares how she incorporates United States History into her elementary classroom using her American Revolution as an example. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Understanding and Teaching The Electoral College**

- On **Tuesday, April 27 at 3:00pm ET** join Jamie Karaffa (Social Studies Teacher at Bruce Whittier Middle School) as she shares her recently completed capstone project related to understanding and teaching the Electoral College. Jamie will share different inquiries and approaches related to the Electoral College and Maine's approach to dividing up our votes. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Writing in the History Classroom**

- Join Dennis Edmondson (Mt. Ararat HS) on **Wednesday, May 5 at 3:00pm ET** as he talks about how to teach writing in your history classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **Teaching Global Competencies**

- Join Bobbie Thibodeau (SAD 15) on **Wednesday, May 26 at 2:30pm ET** as she talks about how to teach "[Global Competencies](#)" in your classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a

reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****MDOE Social Studies Office Hours**

In order to continue to support educators throughout Maine, I will host open office hours for anyone wishing to “stop by” and ask questions of me or chat with anyone who attends. These sessions do not have an agenda or a formal presentation, but rather are meant as an opportunity to connect with myself and other interested social studies educators. [Use this link to register](#) for the February session which will take place on **Thursday, March 25 at 3:00pm**. After registering, you will receive a confirmation email containing information about joining the meeting.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Social Studies Opportunities

The Maine Council for the Social Studies Presents: 2020 Virtual Conference: “Continuity and Change”

The MCSS Board has worked to maintain our annual conference, but in a different format to address CDC restrictions and improve accessibility and flexibility for our members! NEXT UP... on **Thursday, April 8th from 7-8pm** a Webinar led by Patricia Buck, Associate Professor of Education, Bates College and Lewiston High School Social Studies Teachers, Michelle Crowley, Kate Chase, and Donna Olsen.

Patricia, Michelle, Kate, and Donna will share their work with Bates students to develop lessons about recent migration to Maine. Bates students Cameron Johnson, Natalie Moon, Jevan Sandhu, and/or Sophia Miller will share their experiences in developing the migration unit. Topics include collaborating on lesson development, reflection on student work, as well as the benefits of creating relevant and meaningful connections to today's issues in a world history classroom. You will leave this session with resources and information about connecting with Bates College. The best news of all... The 2020 Virtual Conference is FREE to current members! Each Webinar will be archived and available to you, as a member, on-demand simply by logging into our website with your membership info and password. So even if you can't make the Webinar in person, you can view it anytime. The 2020 Virtual Conference is for members only. You can renew or become a member for the low price of \$25 (or \$10 for pre-service teachers or educators 55 and older). If your membership is not current (for many folks,

membership ran out in July) or you are not a member and would like to become one, [go here to join or renew today](#).

Registration for this special event is limited to the first 100 participants to register.

When: April 8, 2021 07:00 PM Eastern Time (US and Canada)

Topic: Partnering with Bates to Increase Student Engagement

Register in advance for this webinar here:

https://us02web.zoom.us/webinar/register/WN_SL8UKqKWRASnRHRcVMchVA

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved).

Indigenous Methodologies with Dr. Bonnie Newsom

Between 1944 and 1946 the United States government operated a WWII German Prisoner of War (POW) camp on Passamaquoddy land at Motahkokmikuk (Indian Township), Maine. Archaeological and historical research into this little-known episode in Maine history reveals a complex story of socio-cultural relations and Indigenous territory encroachment. Join Dr. Bonnie Newsom on **March 23 at 4:00pm ET** as she discusses her research into the POW presence in Passamaquoddy territory highlighting the broad applicability of Indigenous archaeology methodologies. [Learn more and register on their website](#).

***Racism is a Virus: Panel Discussion on the Asian American Youth Experience in Maine

Join the HHRC on **Wednesday, March 31 at 7:00pm ET** as they invite teachers, students, and members of the public to a special panel discussion on Racism Is A Virus: A Conversation with Asian American Youth in Maine. They hope to raise awareness of the historical roots of anti-Asian racism and xenophobia and how Asian Americans, specifically youth, are negatively impacted by prejudice and bias fueled by the COVID-19 pandemic.

By discussing the experience of being Asian American, the impact of COVID-19, growing up in white majority communities in Maine and addressing how the “model minority” myth impacts the treatment and attitudes towards Asian Americans, they hope to lift up the experience of Asian Americans in Maine. [Learn more and register on their website](#).

Maine Humanities Council Discussion Project applications are now open

The Maine Humanities Council is now accepting applications for their Discussion Project that will take place online this summer. [Learn more and apply!](#) Prospective applicants can also register for one of their [online information sessions](#). Organizations serving and led by members of communities traditionally under-resourced in the humanities are encouraged to apply. These groups include people of color, people who identify as LGBTQ+, people who live in rural areas, people with disabilities, people who identify as immigrants or refugees, and people whose first (or only) language is not English. (Please note that this is not an exhaustive list.) **Applications due: April 1, 2021** Reach out to Nicole Rancourt at nicole@mainehumanities.org with any questions you might have.

Beyond Borders: Transcribing Historic Maine Land Documents

Have fun while helping the Maine Historical Society transcribe their most significant manuscript collections! They received a [National Endowment for the Humanities grant](#) to digitize the Kennebec Proprietors, Barclay, and Pejepscot Proprietors collections. Content will be available on [Maine Memory Network](#). To learn more and get started, [create a free Zooniverse account](#). Work at your own pace from your computer. Any amount helps! No special training needed. [Volunteer with your friends and colleagues!](#)

*****The Better Arguments Project**

The Better Arguments Project, (one of the resources featured on the [Contentious Conversations resource page](#)) has developed a framework to discuss civil discourse, and a training guide / curriculum to help students learn to communicate in more respectful and inclusive ways. **They are looking for educators to try out the curriculum in their middle school classrooms and provide feedback.** If you would be willing to look over the curriculum, devote some class time to teaching its principles, and complete a short 10-12 question survey they would love to talk to you. Errrico Pucci would love to talk to you. He can be reached at epucci@msaschool.org if you would like to learn more or participate in this pilot program. You can learn more about The Aspen Institute and the Better Arguments Project at <https://betterarguments.org/>

In case you want to learn a bit more about the project, Better Arguments will be holding a couple of virtual trainings / previews over the next few weeks.

Better Arguments 101 is an introduction to the Better Arguments Project. During this one-hour session, they will reflect on the role of arguments in healthy democracy and will introduce the 3 dimensions and 5 Principles of a Better Argument. If you are new to the Better Arguments Project, this session is a perfect way to get started. They offer this training each month. The next session is **Wednesday, March 24th from 3 – 4 pm EST**; [click here](#) to RSVP.

Better Arguments: Principles to Practice is a brand-new training, which offers concrete tips for putting Better Arguments principles into practice, as well as reflections about the opportunities and challenges related to bridging our nation's divides. The first session is **Wednesday, April 7th from 3 – 5 pm EST**; [click here](#) to RSVP.

*****Teaching Poetry: Living Nations, Living Words**

Join the National Council of Teachers of English on **Wednesday, March 24 at 4:00pm ET** for a special conversation on [Living Nations, Living Words](#), the signature project of US Poet Laureate Joy Harjo. Leading the discussion will be specialists from the Library of Congress and members of the National Council of Teachers of English and the National Council for the Social Studies. [Living Nations, Living Words](#) shows, through poetry, that Native people and poets have vital and unequivocal roots in this country. The project features a digital ArcGIS StoryMap, which integrates an interactive national map of 47 contemporary Native poets—and connects to a new online audio collection, which features the participating poets reading and discussing original poems. [Learn more and register on their website.](#)

*****Bright Ideas for Non-Text Sources: Strengthening Literacy Across Social Studies 6-12**

Good social studies instruction is saturated with great questions, rich data, and a multitude of sources. What happens when your students lack the literacy or analysis skills to unpack those resources? Join Social Studies Specialist Joy Hatcher from the Georgia DOE on **Thursday**,

March 25 at 3:30pm ET to learn some quick and easy strategies for reading, writing, and analysis skills specifically useful for teaching non-text sources. [Register here](#).

*****Dig Into DBQuest from iCivics**

Do document-based questions (DBQs) stress your students out? Do you spend hours searching for primary sources to create DBQs? DBQuest is the answer! Join the iCivics Curriculum team on **March 31st at 7:00 p.m. ET** for a virtual tour of their free interactive primary source analysis tool. You'll see how DBQuest guides students through examining three primary resources and how the document-based supporting questions challenge students to dig into each artifact to find the relevant information. [Register on their website](#).

The Great Migration and Race Economics (Grades 9-12)

A lengthy list of push and pull factors led to 6 million African Americans migrating from the American South to points North and West between 1910 and 1970 with the goal of finding a better life for themselves and their families. When they arrived, they faced new forms of racism woven into the very tools meant to afford those that work hard a slice of the American Dream. Those impediments began an ever-widening wealth gap that impacted generations far removed from the original policies. Today, this issue demands our attention as so many people of color are denied the full license to enjoy the fruits of their labor. On **Thursday, March 18 (4-6pm ET)** join Brett Burkey of the Florida Council on Economic Education as he takes you through a new lesson on the social and economic impacts of this era of U.S. History and the implications for today. Audience: Economics and U.S. History Teachers, Grades 9-12 [Learn more and register on their website](#).

Maine Jump\$tart & Next Gen Personal Finance (NGPF) Partner Up to Provide Professional Development

Maine Jump\$tart and NGPF are partnering to provide Maine educators with engaging professional development opportunities. At these free virtual events, you will collaborate with other educators, build your content knowledge, and receive resources you can use NOW! Check out the schedule and how to register below:

- Virtual PD: Teaching via Arcade Games on **3/18/21 at 3:00pm ET**
 - Play games from the NGPF Arcade and share implementation strategies through active collaboration with peer teachers. [Register here](#).
- Virtual FinCamp on **4/10/21 from 9am-12pm ET**
 - A fast-paced three hour session that will include sessions on behavioral finance, checking in the 21st Century and activities that your students will love. [Register here](#).

ThinkerAnalytix Instructional Coach Program

ThinkerAnalytix (a frequent presenter of webinars for Maine educators) is seeking Instructional Coaches who will work closely with their team over the summer to deep-dive on argument mapping and help us improve their materials. They encourage educators to apply in teams of 2 or 3 with their colleagues. They have found that teams of coaches get more out of our training sessions together and support each other throughout the school year. [Learn more about the expectations, stipend, PD credits, and more as well as apply on their website](#).

***Explore.Act.Tell Program (Updated with Webinar Info)

The Explore.Act.Tell Program teaches students to research and find solutions for hunger insecurity in their own communities. [Register Today](#) for this **FREE** Civic Engagement & Project Based Learning Program Funded by Albertsons Companies's Nourishing Neighbors (Shaw's Stores) for Maine educators.

The Explore.Act.Tell. details:

- The program works perfectly in a virtual or hybrid learning environment – and all project work can be completely virtual!
- Four lessons – with ready-to-use student and teacher lesson plans – students complete the lessons and a short project.
- Students will create a Public Service Announcement (PSA) video about their project. and submit to win prizes.
- Program begins this spring leading up to students submitting Public Service Announcements at the end of the school year.

Here is a link to their website for review and to register: <https://exploreacttell.org>

The Explore.Act.Tell. team is excited to be hosting an informative zoom call to better explain the details of this free program for students who will be exploring solutions for hunger insecurities in their community. Also, this program is available for this spring and/or next school year - Educators can register now and choose when they would like to participate.

- Wednesday, March 24 at 4:00pm - 4:15pm
 - <https://us02web.zoom.us/j/82434927473?pwd=TWJsL3lOd2tqNE9jSUxRXhQ0lidz09> Password: E.A.T.
- Thursday, March 25 at 7:30 am - 7:45am
 - <https://us02web.zoom.us/j/84354130177?pwd=MkJ3cmxIMnBBSE1uZVRYbIM0ODViZz09> Password: E.A.T.

Please join them for their call, register, and share this with any educators that would like to learn more about this opportunity. Once you register, you receive a Welcome Kit and a call from their Outreach Team to get started. Register at: <https://exploreacttell.org/registration/> If you have questions, contact Colleen McKean at 516-606-7660 or Outreach@fill.foundation

National Constitution Center - Scholar Exchanges

The National Constitution Center is here to support your social studies department with free Scholar Exchanges—LIVE online civics classes for students—every week. They don't require any teacher prep, and they are supported with free resources. During March, they are honoring the struggle for equality through a study of Constitutional Amendments that have addressed equality for women and Black Americans.

Slavery in America: The Constitution to Reconstruction

[Middle School/Introductory](#): Wed, March 17 at 12 p.m. ET

[High School/Advanced](#): Wed, Feb. 17 at 2 p.m. ET

[All Ages "Fun Friday" with Judge Ted McKee](#): Fri, March 19 at 1 p.m. ET

Battles for Equality in America: The 14th Amendment

[Middle School/Introductory](#): Mon, Feb. 22 or Wed, Feb. 24 at 12 p.m. ET

[High School/Advanced](#): Mon, Feb. 22 or Wed, Feb. 24 at 2 p.m. ET

[All Ages "Fun Friday"](#): Fri, March 26 at 1 p.m. ET

Student Competitions & Opportunities

***** John Lewis Youth Leadership Award**

The Secretary of State's Office is accepting nominations for the **John Lewis Youth Leadership Award** recognizing one Maine resident, age 25 or younger, who demonstrates leadership abilities, has a passion for social justice, and is improving the quality of life in their community. Established by the National Association of Secretaries of State, the award is named for the late Congressman John Lewis, who was known for his courageous achievements during the Civil Rights Movement and his long tenure of public service. For more information and nomination submission guidelines, visit the [NASS John Lewis Youth Leadership Award webpage](#) . Nominations are due **Friday, April 23, 2021**.

*****Kidizenship - Make Your Speech Civics Contest (Ages 8-18)**

Kidizenship was founded by Vanderbilt University professor and Bloomberg columnist, Amanda Little. Starting with a series of creative [contests](#) on social media, Kidizenship aims to encourage and expand civics education inside and beyond the classroom.

Their latest contest, "[Make Your Speech](#)," invites students ages 8-18 to write and perform 2-3 minute presidential speeches. The contest asks them to assume the office of president and to tell us what they will accomplish in the next 4 years. To tell us the vision and values for THEIR America. The contest is co-hosted by YMCA Youth and Government programs nationwide. Entries must be received by **Friday, April 16**.

We the Students - Scholarship Essay Contest

The [We the Students essay contest](#) sponsored by the [Bill of Rights Institute](#) challenges students to explain what they think the relationship is between the principles of equality and justice. To truly explore the question in an essay that is between 500-800 words, students will need to go beyond "dictionary definitions," and express their understanding and reasoning about the connection between these two principles. This reasoning involves a combination of observation, experience, and some pretty "big ideas." What does it take to understand them? To build toward and maintain them? To see them with regard to each other? Why is this relationship important? The sixteen student winners will receive a total of \$20,000 in scholarship prizes. The deadline for submissions is **April 15, 2021**. More details including rules and regulations can be found [on their website](#).

Stronger than Hate

Encourage your students to enter the [Stronger Than Hate Challenge](#), brought to you by USC Shoah Foundation and Discovery Education. Winning student entries are eligible to win up to \$10,000 in prizes! **Submission deadline is June 1**

Bar Association Announces Student Essay & Art Poster Contests for Law Day

Maine students in grades 4-12 are invited to submit entries for the annual Law Day contests sponsored by the Maine State Bar Association. This year's theme is "*Advancing the Rule of Law Now*." Entries should reflect the student's interpretation of this prompt: What steps, if any, do you feel need to be taken in order to make the rule of law more fair and just for all? Students in grades 4-8 may participate in the art poster contest and students in grades 9-12 may participate in the essay contest. **The entry deadline is April 1.** Modest cash prizes will be awarded for students and teachers. First and second-place entries will be published online and in the Maine Bar Journal. Law Day, which is held annually in May, provides an opportunity to understand how law and the legal process protect our liberty, strive to achieve justice, and contribute to the freedoms that all Americans share. For complete details, including contest guidelines and an entry form, visit www.mainebar.org/lawday

Osher Map Library - Student Map Competition (Grades 4-6)

The Osher Map Library and Smith Center for Cartographic Education is pleased to host its sixth iteration of its annual Illustrated Mapmaking Contest. Open to 4th, 5th, and 6th Graders in Maine, the contest's prizes include a \$1000 First Place Prize (\$500 for the mapmaker and \$500 for their class), Second Place and Third Place prizes (\$300 and \$200 respectively, also to be split evenly between the mapmaker and their class), and Best in Grade prizes (\$100 each). Contest guidelines, FAQs, and Entry Release Form are available at www.oshermaps.org/contest. **All entries must be delivered by April 30th.** In conjunction with this contest, OML is offering free virtual mapmaking workshops for groups of at least ten students (supplies provided). Teachers of 4th, 5th, and 6th graders may schedule a virtual mapmaking workshop for their students by contacting Renee Keul at renee.keul@maine.edu. To stay up to date with contest news, please sign up for OML's education newsletter at www.oshermaps.org/education-newsletter.

***Weekly Technology & Resource Spotlight

Coalition of Civically Engaged Educators

The [Coalition of Civically Engaged Educators](#) is a free, members-only resource for educators committed to the teaching of civic knowledge, values, and behaviors. We are non-partisan and non-profit. Our membership consists of Pre-K to High School teachers, as well as educators at non-profit organizations and after school programs.

The Science of Supply and Demand

Pandemics, hurricanes, and other scientific events can alter the course of markets. Changes in technology can, too. The [March 2021 issue of Page One Economics®](#) explains the laws of supply and demand and uses graphs to show how price and quantity change when markets shift.

America and the World ebook from National Archives

America and the World presents 63 political cartoons by Clifford K. Berryman that invite students to discuss American foreign policy from the Spanish American War to the start of World War II. Berryman was a remarkably creative artist who published a cartoon almost every day for more than 50 years. From 1896 to 1949, his cartoons were featured on the front pages of leading Washington, DC, daily newspapers — first the Washington Post and then The Evening Star. [This eBook presents a selection of cartoons](#) that show Berryman's insight into the people, institutions, issues, and events that shaped an important era of American history.

Thank you for subscribing and as always, do not hesitate to reach out if there is anything I can do to support you!

Joe Schmidt (Pronouns: *he/him/his*)
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Social Studies Specialist
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23 State House Station
Augusta, ME 04333
(207) 624-6828
[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:19 AM
To: Emma Bond; Margaret Edwards
Subject: FW: Maine DOE - Social Studies Update 4/21

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, April 21, 2021 07:28
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 4/21

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the Listserv as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies Listserv Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****Awards and Summer Plans???**

I have been hearing from social studies educators across Maine who have been selected for an award or to participate in some amazing summer learning! If this is you (and please do NOT be shy about bragging!!), [please complete this survey](#) so that I can let the field know about the awesome experiences that are available!

*****Understanding Contentious Topics When Reviewing Your Social Studies Curriculum*****

Are you looking to review and revise your social studies curriculum and looking for support about how to align contentious topics both past and present to standards and assessment? Join DOE Social Studies Specialist Joe Schmidt as he talks about the role that contentious topics can play in setting the foundation for the social studies curriculum of your school or district. This ninety minute session starts at **2:30pm ET on Thursday, May 6** and will explore the importance of getting students comfortable with being uncomfortable, why this cannot be avoided in our classrooms, how it can be supported by curriculum leaders, and resources for starting or continuing curricular reviews in your district. This session is intended for administrators, curriculum coordinators, department chairs, and content leads who are looking for support in curriculum work. While classroom teachers are invited to attend, there **will not** be a focus on classroom strategies and pedagogy. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****MDOE Social Studies Experts Series*****

Continuing into 2021, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming weeks!

- **Teaching Graphic Biographies with the OER Project (Grades 6-12)**
 - How can we tie together literacy, inclusivity, and all of the advantages of teaching history globally? Join the OER Project on **Wednesday, May 12 at 3:30pm ET** as they share their engaging graphic biographies of individuals, mostly drawn from the 'margins' of world history, carefully built to help students connect these lives

to the 'big stories' of world history, and with lesson plans that will let them practice visual and textual literacy skills. Your students will love them, and the OER Projects hopes you will too. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **The Power of Technology to Build Culturally Responsive Classrooms with EVERFI (Grades 8-12)**

- We find ourselves in a moment where the dialogue about racism - both systemic and interpersonal, is happening across the nation. As we continue to build our class culture, many educators are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. On **Thursday, June 3 at 3:30pm ET**, join EVERFI's Maine Schools Manager Kayla Boyer, for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms.
- In this session, they will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will also gain access to a digital resource for teaching about Black History as well an Anti-Racism Extension Guide, complete with lessons, activities, and relevant articles.
- Attendees will receive:
 - [Anti-Racism Extension Guide](#)
 - Access to the free digital lessons available to support student learning around diversity, equity and inclusion, including:
 - [306: African-American History](#)
 - [306: Continuing the Story](#)
 - [Diversity Foundations](#)
 - [BINAH: Building Insights to Navigate Antisemitism & Hate](#)
- For questions, please contact Kayla Boyer, Maine Schools Manager at kboyer@everfi.com or call 603-540-8162.
- [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****Maine Teacher Leader Webinar Series**

Join me in celebrating the fantastic work that Maine educators are doing in classrooms around the state as I host the Maine Teacher Leader Webinar Series for social studies educators. Through the rest of this school year, I will be joined by Maine educators as they share insights into their classroom. These webinars are free and will be held later in the afternoon to allow for

educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

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Social Studies Professional Learning Page

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Social Studies Opportunities

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The MCSS Board has worked to maintain our annual conference, but in a different format to address CDC restrictions and improve accessibility and flexibility for our members!

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Brad Lopes (Aquinnah Wampanoag) will be presenting his approach to teaching Wabanaki and Indigenous Studies in Maine, including starting a Native American Studies course at Wiscasset Middle High School. As an indigenous person himself and member of the Aquinnah Wampanoag, decolonizing education is key to his instruction and he will be offering techniques, strategies, and resources to others to accomplish this in their own classrooms and elsewhere. We will focus on other topics such as the use of language surrounding indigenous people in schools, the “invisibility” and erasure endured, land acknowledgements, and resources you can use to further bring Wabanaki people, history, and culture into your classroom. As a member of the Aquinnah Wampanoag, Brad will also discuss and share lesson plans and resources tied to “Thanksgiving” or the National Day of Mourning, as it is observed by the Aquinnah Wampanoag. The goal will also be to facilitate dialogue and have an interactive afternoon as well. You will leave here feeling more equipped to discuss and teach about the people who have called Dawnland and Noepe (Martha’s Vineyard) home for over 12,000 years, and who continue to thrive today.

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When: May 6, 2021 07:00 PM Eastern Time (US and Canada)

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Register in advance for this webinar:

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*****Digital Abbe Museum Indian Market**

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Maine Contemporary Archives

We are living through history right now, and future generations will want to know: "What was life like in 2020 and 2021?" Maine libraries are creating an online, living time capsule of these times and they want the thoughts and experiences of your students to be included! Check out these lesson plans for ideas on how to engage students in learning about primary sources and documenting their experiences for the future: <https://ourmainearchives.omeka.net/education>

- Lessons incorporate creative projects, are compatible with distance learning, and align with Maine Learning Results.
- Completed projects can be contributed to a Maine Contemporary Archives site to share with your community.
- The photos, artwork, sound recordings, writing, and interviews that your students create today will become the historical record of tomorrow.

Who they are:

Maine Contemporary Archives is a statewide collaboration to collect, preserve, and provide access to materials related to Maine community members' experiences of current events. This project is a DigitalMaine initiative supported by the Maine State Library and made possible with Federal Cares Act-LSTA funds received from the Institute of Museum and Library Services. For more info, visit: <https://ourmainearchives.omeka.net/>

Maine Jump\$tart Virtual Training Event: Taxes & Team Trivia

This has been a year like no other and the Maine Jump\$tart Coalition for Personal Financial Literacy thinks their training should be too! In place of their typical conference, and in recognition of teacher appreciation week, their annual training will be **Taxes and Team Trivia**.

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experts from The Maine Society of CPA's (MECPA). The Team Trivia portion of the event will begin at 5:30 PM and will be a virtual pub-style trivia game hosted by Maine Jump\$tart and TriviaHub. The trivia questions will include both general knowledge, personal finance, and taxes! [Learn more and register on their website.](#)

The First Amendment Museum

The First Amendment Museum, located in Augusta, Maine, has a variety of free online resources available for social studies teachers around the state of Maine including First Amendment lesson plans, virtual field trips, lists of primary sources, details on an art contest, a recorded speaker series, an interview series, and online exhibitions. All of this is free and can be found at <https://firstamendmentmuseum.org/>. The First Amendment Museum is also open to the public for tours. Stop by and learn about your freedoms! Please email mnosbisch@firstamendmentmuseum.org with any questions or concerns.

***OER Conference for Social Studies

A free, online social studies conference for K-12 brought to you by the OER Project. Join thousands of educators online **August 3-5, 2021** to discuss how our world has changed and the impact on teaching practices as we reenter the classroom. They will explore what history can tell us about this moment, how our view of citizenship has shifted, and what teachers should consider as they shift their practice to meet the challenge. The virtual event includes three keynote sessions, eight live discussions, and close to 70 Track Talks from K-12 educators on key social studies topics. You will leave this conference with fresh ideas you can integrate into your teaching practice this Fall, and a community of support to help. [Learn more and register on their website.](#)

***Presidential Primary Sources Project

The [Presidential Primary Sources Project](#) is teaming up with the Truman and Clinton Presidential Libraries to host free professional development workshops for teachers this summer. The Intersections of Injustice Institute workshop will take place **June 21-25, 2021**, and the Presidents and the Constitutions workshop will take place from **July 12-16, 2021**. These two professional development opportunities will present teachers with tools and primary sources to help them navigate historical themes in their curriculum. [Learn more and register on their website.](#)

***Echoes & Reflections Webinars

Echoes & Reflections has a variety of webinars related to teaching about the Holocaust coming up through the rest of April and into May. Their webinars are designed to increase participants' knowledge of Holocaust history, explore and access classroom-ready content, and support instructional practice to promote student learning and understanding of this complex history and its lasting effect on the world. [Learn more and register for an upcoming webinar on their website.](#)

***A User's Guide to Democracy with Civics 101

On May 6 (7:00pm ET) join Nick Capodice and Hannah McCarthy, host and executive producers of the Civics 101 podcast for a discussion of their book, "A User's Guide to

Democracy." Learn about what inspired them to write the book, lessons learned about our constitutional republic and how to address common misconceptions about our republic. Walk away with ideas and resources to enhance your classroom. Participants need not read the book prior to attending the session. [Register here.](#)

*****Invest in Teachers: Ready. Set. Grow**

Wednesday, May 5th, 4:00 p.m. EST

At this special event during National Teacher Appreciation Week, CNBC Senior Personal Finance Correspondent Sharon Epperson will moderate a discussion with financial and education experts that will:

- share the most effective ways to implement personal finance education in schools
- offer personalized financial guidance for teachers
- leave time for a Q&A session to answer your most pressing personal finance questions

[Learn more and register on their website.](#)

Conversations on Equity and Justice: Becoming a Multiracial Democracy

Join Facing History and Ourselves on **TONIGHT at 7:00pm ET** for a conversation with Eddie Glaude Jr., author of the new book *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own*. Together with Roger Brooks, President and CEO of Facing History and Ourselves, Glaude will discuss this moment of moral reckoning in the US, and the opportunity it presents for Americans to choose to “begin again” and become a genuinely multiracial democracy. [Learn more and register on their website.](#)

Smithsonian Teachers Workshops

Battlefields in the Classroom

Thursday, April 22 5:00 p.m. Online via Zoom

Join the National Portrait Gallery and the American Battlefield Trust along with veteran educators for a lively discussion about the people and places that helped create and define the United States. Make connections and consider the intersections between art and battlefields during the 18th and 19th centuries. The workshop will provide practical applications and all the links you need for use in your classroom! Space is limited so register and then spread the word! The event is free to all K-12 educators. Free—Registration required [Click Here to Register](#)

Women in Music: Exploring American History Through Storytelling

Thursday, April 29 5:00 p.m. Online via Zoom

During this program, educators will draw connections between history and cultural expression through the lens of women in music. Using thinking strategies in relation to several portraits, educators will explore the emotions and stories these women expressed through song and understand how these narratives enrich our understanding of U.S. history. Free—Registration required [Click Here to Register](#)

Transatlantic Exchange of Civic Educators

The [Tisch College of Civic Life](#) is excited to announce the launch of the [Transatlantic Exchange of Civic Educators \(TECE\)](#), a new project in partnership with the [Association of German](#)

[Educational Organizations \(AdB\)](#). This fellowship will bring together ten participants from Germany and ten from the United States to engage in dialogue in the field of extracurricular/OST youth and young adult civic learning. **Application deadline is May 18.** Read more about the program and about **an informational webinar on April 20** as part of a [blog from Dr. Peter Levine](#).

The National Constitution Center - Scholar Exchanges

The National Constitution Center is here to support your teachers and students with live classes perfect for AP prep. This April, their free Scholar Exchanges—LIVE online civics classes for students—cover topics aligned to the Advanced Placement Government and Politics exam. All month long, their team of constitutional scholars will review events of the Constitutional Convention, our nation's founding documents—including the Bill of Rights—Supreme Court cases, and other relevant topics covered in a typical AP GoPo course. The Center's April Scholar Exchanges are:

AP Court Case Review

- [Middle School/Introductory](#): Wed, April 21 at 12 p.m. ET
- [High School/Advanced](#): Wed, April 21 at 2 p.m. ET
- [All Ages "Fun Friday"](#): Fri, April 23 at 1 p.m. ET

Founding Documents

- [Middle School/Introductory](#): Mon, April 26 or Wed, April 28 at 12 p.m. ET
- [High School/Advanced](#): Mon, April 26 or Wed, April 28 at 2 p.m. ET
- [All Ages "Fun Friday"](#): Fri, April 30 at 1 p.m. ET

Student Competitions & Opportunities

New York Times Student Podcast Contest

In their Fourth Annual Podcast Contest, the New York Times invites teenagers to submit original podcasts of five minutes or less. Your creation can be about anything that interests you, in any form that you like. Favorites will be featured on The Learning Network. [Take a look at the guidelines and related resources on their website for more information](#). The contest runs from April 8 to May 18.

Articles Related to Distance/Blended Learning

Formative Assessment for Any Learning Landscape

The education landscape continues to shift with teachers and students starting to slowly return to the classroom as COVID-19 vaccines roll out across the country, and educators are facing yet another change to their teaching environment. As we've experienced over the past year, each shift presents new challenges, and many educators are feeling unsure about whether they are effectively meeting students' needs. [Read the entire article and check out suggestions](#) from Dr. Caitlin Tucker about using formative assessments in whatever classroom environment you are currently in.

Research Article

How Social Studies Improves Elementary Literacy

In a [new article from Social Education](#), "How Social Studies Improves Elementary Literacy", authors Adam Tyner and Sarah Kabourek share research supporting their conclusion that "Social studies is the only subject with a clear, positive, and statistically significant effect on reading improvement. In contrast, extra time spent on English Language Arts (ELA) instruction has no significant relationship with reading improvement."

Informational Article

*****It's okay. Sam Wineburg says kids can hate your class.**

In his latest blog, Glenn Wiebe shares thoughts about engagement in the social studies classroom as well as shares a wide range of strategies that you might consider using with your students. [Read the entire blog here.](#)

*****Weekly Technology & Resource Spotlight**

Civics 101 Podcast

Civics 101 is a podcast out of NHPR (New Hampshire Public Radio), where each episode focuses on one single aspect of government. These episodes are around 20 minutes long, and the most recent 40 are told in a narrative style, with music and archival audio. Each of these episodes is paired with a Graphic Organizer for students to take notes upon, as well as 2-3 discussion questions. Podcasts are a wonderful educational resource, as they're one of the few forms of media that don't require looking at a screen. They can be listened to on a walk, while doing chores, or just lying down staring at the ceiling. You can find all our shows, as well as daily activities paired to our episodes, at civics101podcast.org. Here's a [video overview](#) of the show too.

Youth in Action Film

[This new film](#) from Brave New Films showcases the role young people play in improving their communities. The film is broken into eleven segments to show different examples of all the ways that young people engaged in taking informed action.

Access to The Civil War Film

Educators now have complete access to the famous Ken Burns documentary, The Civil War. [Check out the full video and extra resources on the PBS website.](#)

Thank you for subscribing and as always, do not hesitate to reach out if there is anything that I can do to support you!

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)

Acting Coordinator of Secondary Education

Social Studies Specialist

Maine Department of Education

23 State House Station

Augusta, ME 04333

(207) 624-6828

[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:19 AM
To: Emma Bond; Margaret Edwards
Subject: FW: Maine DOE - Social Studies Update 4/28

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, April 28, 2021 07:28
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 4/28

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the Listserv as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies Listserv Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#). If this email was forwarded to you, click the [Social Studies ListServ](#)

[Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****Social Studies & Equity Curriculum Book Study Cohort*** (ANNOUNCEMENT OF NEW PD SERIES)**

Are you leading work to review and revise your district's social studies curriculum to better align with research based best practices including a lens on justice, equity, diversity, and inclusion? Join DOE Social Studies Specialist Joe Schmidt as he facilitates a [series of book studies and professional learning opportunities](#) starting in the summer of 2021 and extending into the 2021-2022 school year. This cohort will give you the tools to lead curricular review work in your district as well as the support of other educational leaders embarking on a similar journey to serve as thought partners. **Space is limited to forty (40) participants and preference will be given to individuals who are currently leading social studies curricular reviews or will be in the coming year.** The tentative book series includes:

- Visible Learning for Social Studies by Hattie, Stern, Fisher, Frey
- Cultivating Genius: An Equity Framework for Culturally Responsive and Historically Responsive Literacy by Gholdy Muhammad
- Culturally Responsive Education in the Classroom by Adeyemi Stenbridge
- Beautiful Questions in the Classroom by Warren Berger and Elise Foster

[Complete the application](#) by **Friday, May 21** to be considered. Books and related materials will be provided for all participants.

Awards and Summer Plans???

I have been hearing from social studies educators across Maine who have been selected for an award or to participate in some amazing summer learning! If this is you (and please do NOT be shy about bragging!!), [please complete this survey](#) so that I can let the field know about the awesome experiences that are available!

Understanding Contentious Topics When Reviewing Your Social Studies Curriculum

Are you looking to review and revise your social studies curriculum and looking for support about how to align contentious topics both past and present to standards and assessment? Join DOE Social Studies Specialist Joe Schmidt as he talks about the role that contentious topics can play in setting the foundation for the social studies curriculum of your school or district. This ninety minute session starts at **2:30pm ET on Thursday, May 6** and will explore the importance of getting students comfortable with being uncomfortable, why this cannot be avoided in our classrooms, how it can be supported by curriculum leaders, and resources for starting or continuing curricular reviews in your district. This session is intended for administrators, curriculum coordinators, department chairs, and content leads who are looking for support in curriculum work. While classroom teachers are invited to attend, there **will not** be a focus on classroom strategies and pedagogy. [Registration is required and educators can register here.](#) After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session

will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****MDOE Social Studies Experts Series*****

Continuing into 2021, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming weeks!

- **Teaching Graphic Biographies with the OER Project (Grades 6-12)**

- How can we tie together literacy, inclusivity, and all of the advantages of teaching history globally? Join the OER Project on **Wednesday, May 12 at 3:30pm ET** as they share their engaging graphic biographies of individuals, mostly drawn from the 'margins' of world history, carefully built to help students connect these lives to the 'big stories' of world history, and with lesson plans that will let them practice visual and textual literacy skills. Your students will love them, and the OER Projects hopes you will too. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **The Power of Technology to Build Culturally Responsive Classrooms with EVERFI (Grades 8-12)**

- We find ourselves in a moment where the dialogue about racism - both systemic and interpersonal, is happening across the nation. As we continue to build our class culture, many educators are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. On **Thursday, June 3 at 3:30pm ET**, join EVERFI's Maine Schools Manager Kayla Boyer, for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms.
- In this session, they will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will also gain access to a digital resource for teaching about Black History as well an Anti-Racism Extension Guide, complete with lessons, activities, and relevant articles.
- Attendees will receive:
 - [Anti-Racism Extension Guide](#)
 - Access to the free digital lessons available to support student learning around diversity, equity and inclusion, including:

- [306: African-American History](#)
- [306: Continuing the Story](#)
- [Diversity Foundations](#)
- [BINAH: Building Insights to Navigate Antisemitism & Hate](#)
- For questions, please contact Kayla Boyer, Maine Schools Manager at kboyer@everfi.com or call 603-540-8162.
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*****Maine Teacher Leader Webinar Series**

Join me in celebrating the fantastic work that Maine educators are doing in classrooms around the state as I host the Maine Teacher Leader Webinar Series for social studies educators. Through the rest of this school year, I will be joined by Maine educators as they share insights into their classroom. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us this Spring!

• Writing in the History Classroom

- Join Dennis Edmondson (Mt. Ararat HS) on **Wednesday, May 5 at 3:00pm ET** as he talks about how to teach writing in your history classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

• Teaching Global Competencies

- Join Bobbie Thibodeau (SAD 15) on **Wednesday, May 26 at 2:30pm ET** as she talks about how to teach “[Global Competencies](#)” in your classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

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Social Studies Opportunities

***Begin Again Series: Reckoning with Intolerance in Maine

On **Wednesday, May 12 (6:00pm ET)**, the Maine Historical Society hosts a panel discussion about their newest work. Join exhibit curators **Anne Gass, Tilly Laskey, Darren Ranco**, and **Krystal Williams** to discuss topics covered in Maine Historical Society’s newest exhibition and initiative *Begin Again: reckoning with intolerance in Maine*. The panel will review the structures of systemic racism and discrimination that have perpetuated inequity and intolerance in Maine for the past 500 years as well as talk over how they came together to explore and interpret Maine’s diverse and complicated history. [Learn more and register on their website](#).

***Begin Again Series: A Talk with Dr. Eddie Glaude, Jr. "Doing One's First Works Over": Imagining a New America

Known to be a convener of conversations and debates, **Dr. Eddie S. Glaude, Jr.** takes care to engage fellow citizens of all ages and backgrounds – from young activists, to fellow academics, journalists and commentators, and followers on Twitter -- in dialogue about the direction of the nation. His scholarship is driven by a commitment to think carefully with others. Join us for a talk with Dr. Glaude on the challenges our democracy faces, as well as the country’s complexities, vulnerabilities, and the opportunities for hope come into full view. Join the Maine Historical Society on **Thursday, May 20 at 6:00pm ET** for this special event. [Learn more and register on their website](#).

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When: May 6, 2021 07:00 PM Eastern Time (US and Canada)

Topic: Teaching Wabanaki Studies and Decolonization of Social Studies

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_-zwaPIUyRvmzAYZUF_Y7wA

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Trivia. Join them on **Wednesday, May 5th** to improve your tax knowledge, while having some fun with your colleagues! The Taxes portion of the event will begin at 3:00 PM and will be presented by experts from The Maine Society of CPA's (MECPA). The Team Trivia portion of the event will begin at 5:30 PM and will be a virtual pub-style trivia game hosted by Maine Jump\$tart and TriviaHub. The trivia questions will include both general knowledge, personal finance, and taxes! [Learn more and register on their website.](#)

*****ReMapping New England | 2021 Speaker Series | Whaling Captains of Color with author Skip Finley**

ReMapping New England is a collaboration between Atlantic Black Box and Indigo Arts Alliance that aims to re-member our communities in all their diversity and radically shift public consciousness toward truth. Their monthly speaker series features scholars who are reexamining the region's past through the lens of racial history. On **Thursday, April 29 (5pm ET)**, join Skip Finley, retired broadcaster and author of Whaling Captains of Color (2020) for this special event. Whaling Captains of Color, which Henry Louis Gates, Jr. has described as "a comprehensive account of the over fifty sailors of color who rose to captain America's great whaling ships" and "meticulously researched," providing an overview of 200 years of industrial whaling, "a profession in which a relative meritocracy existed." [Learn more and register on their website.](#)

*****Teacher Circles: Building Your Social Studies Teaching Community**

Please join Liz Evans and special guests Kimberly Huffman, Jennifer Jolley, Andrea Martin, and Julie Scheppele live next **Tuesday, May 4 at 4 p.m. ET** for the next Bill of Rights Institute Teacher Time webinar, "[Teacher Circles: Building Your Social Studies Teacher Community.](#)" If you're unable to join live, you can watch this and all of the past episodes of Teacher Time on their [YouTube Channel](#).

*****Bill of Rights Teacher Council**

Applications for the Bill of Rights Institute 2021-2022 Teacher Council are open through **May 15th**. Are you interested in expanding your impact in the history and civics community? Do you love your work as a history and civics educator and want to share your experience to greater influence the national dialogue? Are you interested in cultivating a community of master educators in the field? The Bill of Rights Institute is seeking applications for its 2021-2022 Teacher Council. Members of the Council advise and assist the institute for their term on the council. [Learn more and apply on their website.](#)

OER Conference for Social Studies

A free, online social studies conference for K-12 brought to you by the OER Project. Join thousands of educators online **August 3-5, 2021** to discuss how our world has changed and the impact on teaching practices as we reenter the classroom. They will explore what history can tell us about this moment, how our view of citizenship has shifted, and what teachers should consider as they shift their practice to meet the challenge. The virtual event includes three keynote sessions, eight live discussions, and close to 70 Track Talks from K-12 educators on key social studies topics. You will leave this conference with fresh ideas you can integrate into

your teaching practice this Fall, and a community of support to help. [Learn more and register on their website.](#)

Presidential Primary Sources Project

The [Presidential Primary Sources Project](#) is teaming up with the Truman and Clinton Presidential Libraries to host free professional development workshops for teachers this summer. The Intersections of Injustice Institute workshop will take place **June 21-25, 2021**, and the Presidents and the Constitutions workshop will take place from **July 12-16, 2021**. These two professional development opportunities will present teachers with tools and primary sources to help them navigate historical themes in their curriculum. [Learn more and register on their website.](#)

Echoes & Reflections Webinars

Echoes & Reflections has a variety of webinars related to teaching about the Holocaust coming up through the rest of April and into May. Their webinars are designed to increase participants' knowledge of Holocaust history, explore and access classroom-ready content, and support instructional practice to promote student learning and understanding of this complex history and its lasting effect on the world. [Learn more and register for an upcoming webinar on their website.](#)

A User's Guide to Democracy with Civics 101

On May 6 (7:00pm ET) join Nick Capodice and Hannah McCarthy, host and executive producers of the Civics 101 podcast for a discussion of their book, "A User's Guide to Democracy." Learn about what inspired them to write the book, lessons learned about our constitutional republic and how to address common misconceptions about our republic. Walk away with ideas and resources to enhance your classroom. Participants need not read the book prior to attending the session. [Register here.](#)

Invest in Teachers: Ready. Set. Grow

Wednesday, May 5th, 4:00 p.m. EST

At this special event during National Teacher Appreciation Week, CNBC Senior Personal Finance Correspondent Sharon Epperson will moderate a discussion with financial and education experts that will:

- share the most effective ways to implement personal finance education in schools
- offer personalized financial guidance for teachers
- leave time for a Q&A session to answer your most pressing personal finance questions

[Learn more and register on their website.](#)

Smithsonian Teachers Workshops

Women in Music: Exploring American History Through Storytelling

Thursday, April 29 5:00 p.m. Online via Zoom

During this program, educators will draw connections between history and cultural expression through the lens of women in music. Using thinking strategies in relation to several portraits, educators will explore the emotions and stories these women expressed through song and

understand how these narratives enrich our understanding of U.S. history. Free—Registration required [Click Here to Register](#)

Transatlantic Exchange of Civic Educators

The [Tisch College of Civic Life](#) is excited to announce the launch of the [Transatlantic Exchange of Civic Educators \(TECE\)](#), a new project in partnership with the [Association of German Educational Organizations \(AdB\)](#). This fellowship will bring together ten participants from Germany and ten from the United States to engage in dialogue in the field of extracurricular/OST youth and young adult civic learning. **Application deadline is May 18.** Read more about the program and about **an informational webinar on April 20** as part of a [blog from Dr. Peter Levine](#).

The National Constitution Center - Scholar Exchanges

The National Constitution Center is here to support your teachers and students with live classes perfect for AP prep. This April, their free Scholar Exchanges—LIVE online civics classes for students—cover topics aligned to the Advanced Placement Government and Politics exam. All month long, their team of constitutional scholars will review events of the Constitutional Convention, our nation's founding documents—including the Bill of Rights—Supreme Court cases, and other relevant topics covered in a typical AP GoPo course. The Center's April Scholar Exchanges are:

Founding Documents

- [Middle School/Introductory](#): Wed, April 28 at 12 p.m. ET
- [High School/Advanced](#): Wed, April 28 at 2 p.m. ET
- [All Ages "Fun Friday"](#): Fri, April 30 at 1 p.m. ET

Research Article

How Social Studies Improves Elementary Literacy

In a [new article from Social Education](#), "How Social Studies Improves Elementary Literacy", authors Adam Tyner and Sarah Kabourek share research supporting their conclusion that "Social studies is the only subject with a clear, positive, and statistically significant effect on reading improvement. In contrast, extra time spent on English Language Arts (ELA) instruction has no significant relationship with reading improvement."

Informational Article

It's okay. Sam Wineburg says kids can hate your class.

In his latest blog, Glenn Wiebe shares thoughts about engagement in the social studies classroom as well as shares a wide range of strategies that you might consider using with your students. [Read the entire blog here](#).

*****Weekly Technology & Resource Spotlight**

May 1 is Law Day

This year's Law Day, on May 1, offers an opportune moment for students to examine and debate the meaning of the rule of law and how we can advance it in times of civil distress and unrest. This year the theme is "Advancing the Rule of Law Now." The rule of law is the bedrock of American rights and liberties—in times of calm and unrest alike. The 2021 Law Day theme reminds all of us that we the people share the responsibility to promote the rule of law, defend liberty, and pursue justice.

- NCSS shares a free article ([How the Rule of Law Has Shaped and Continues to Shape America](#)) for download.
- This Law Day, investigate and evaluate American laws through an inquiry from [C3Teachers.org](#) and deliberate about the role the rule of law plays in our society.
 - [Do We Have to Have Rules?](#) (Elementary)
 - [Who Do Gun Laws Protect?](#) (High School)
 - [Are All Rules Good Rules?](#) (Elementary)

World Press Freedom Day (May 3)

The Bill of Rights Institute has a variety of resources to help you and your students celebrate World Press Freedom Day on May 3 including:

- [Our new Homework Help video on the Supreme Court case of New York Times Co. vs. United States.](#)
- [New Podcast on Yellow Journalism, Sensationalism, and Media Tycoons.](#)
- [Lesson: Why Does a Free Press Matter?](#)

Online Lessons for Teaching the Holocaust

The U.S. Holocaust Memorial Museum's foundational lessons on teaching how and why the Holocaust happened are now available as interactive experiences. [These online lessons](#) are compatible with Learning Management Systems, such as Canvas, Schoology, and Blackboard, for students to complete individually or as a class.

Keep Students Focused with iCivics Infographics

It's that time of year when attention spans are shorter than ever, but there are still weeks of learning left. Infographics to the rescue! The iCivics [downloadable infographics](#) provide visually appealing, graphically concise, and substantive overviews of key civic concepts. They're great to use for a quick stand-alone lesson or easy to integrate with existing content. Be sure to explore the accompanying Teacher's Guide to find ready-made introductory information, guiding questions, and activity ideas.

As always, thank you for subscribing and do not hesitate to reach out if there is anything that I can do to support you!

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)
Acting Coordinator of Secondary Education
Social Studies Specialist
Maine Department of Education
23 State House Station
Augusta, ME 04333
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[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:18 AM
To: Emma Bond; Margaret Edwards
Subject: FW: Maine DOE - Social Studies Update 5/5

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
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Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, May 5, 2021 07:11
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 5/5

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the Listserv as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies Listserv Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#). If this email was forwarded to you, click the [Social Studies ListServ](#)

[Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****Social Studies & Equity Curriculum Book Study Cohort*** (ANNOUNCEMENT OF NEW PD SERIES)**

Are you leading work to review and revise your district's social studies curriculum to better align with research based best practices including a lens on justice, equity, diversity, and inclusion? Join DOE Social Studies Specialist Joe Schmidt as he facilitates a [series of book studies and professional learning opportunities](#) starting in the summer of 2021 and extending into the 2021-2022 school year. This cohort will give you the tools to lead curricular review work in your district as well as the support of other educational leaders embarking on a similar journey to serve as thought partners. **Space is limited to forty (40) participants and preference will be given to individuals who are currently leading social studies curricular reviews or will be in the coming year.** The tentative book series includes:

- Visible Learning for Social Studies by Hattie, Stern, Fisher, Frey
- Cultivating Genius: An Equity Framework for Culturally Responsive and Historically Responsive Literacy by Gholdy Muhammad
- Culturally Responsive Education in the Classroom by Adeyemi Stenbridge
- Beautiful Questions in the Classroom by Warren Berger and Elise Foster

[Complete the application](#) by **Friday, May 21** to be considered. Books and related materials will be provided for all participants.

Awards and Summer Plans???

I have been hearing from social studies educators across Maine who have been selected for an award or to participate in some amazing summer learning! If this is you (and please do NOT be shy about bragging!!), [please complete this survey](#) so that I can let the field know about the awesome experiences that are available!

Understanding Contentious Topics When Reviewing Your Social Studies Curriculum

Are you looking to review and revise your social studies curriculum and looking for support about how to align contentious topics both past and present to standards and assessment? Join DOE Social Studies Specialist Joe Schmidt as he talks about the role that contentious topics can play in setting the foundation for the social studies curriculum of your school or district. This ninety minute session starts at **2:30pm ET TOMORROW, May 6** and will explore the importance of getting students comfortable with being uncomfortable, why this cannot be avoided in our classrooms, how it can be supported by curriculum leaders, and resources for starting or continuing curricular reviews in your district. This session is intended for administrators, curriculum coordinators, department chairs, and content leads who are looking for support in curriculum work. While classroom teachers are invited to attend, there **will not** be a focus on classroom strategies and pedagogy. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to

the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****MDOE Social Studies Experts Series*****

Continuing into 2021, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming weeks!

- **Teaching Graphic Biographies with the OER Project (Grades 6-12)**
 - How can we tie together literacy, inclusivity, and all of the advantages of teaching history globally? Join the OER Project on **Wednesday, May 12 at 3:30pm ET** as they share their engaging graphic biographies of individuals, mostly drawn from the 'margins' of world history, carefully built to help students connect these lives to the 'big stories' of world history, and with lesson plans that will let them practice visual and textual literacy skills. Your students will love them, and the OER Projects hopes you will too. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

- **The Power of Technology to Build Culturally Responsive Classrooms with EVERFI (Grades 8-12)**
 - We find ourselves in a moment where the dialogue about racism - both systemic and interpersonal, is happening across the nation. As we continue to build our class culture, many educators are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. On **Thursday, June 3 at 3:30pm ET**, join EVERFI's Maine Schools Manager Kayla Boyer, for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms.
 - In this session, they will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will also gain access to a digital resource for teaching about Black History as well an Anti-Racism Extension Guide, complete with lessons, activities, and relevant articles.
 - Attendees will receive:
 - [Anti-Racism Extension Guide](#)

- Access to the free digital lessons available to support student learning around diversity, equity and inclusion, including:
 - [306: African-American History](#)
 - [306: Continuing the Story](#)
 - [Diversity Foundations](#)
 - [BINAH: Building Insights to Navigate Antisemitism & Hate](#)
- For questions, please contact Kayla Boyer, Maine Schools Manager at kboyer@everfi.com or call 603-540-8162.
- [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

*****Maine Teacher Leader Webinar Series**

Join me in celebrating the fantastic work that Maine educators are doing in classrooms around the state as I host the Maine Teacher Leader Webinar Series for social studies educators. Through the rest of this school year, I will be joined by Maine educators as they share insights into their classroom. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us this Spring!

- Writing in the History Classroom
 - Join Dennis Edmondson (Mt. Ararat HS) on **TODAY at 3:00pm ET** as he talks about how to teach writing in your history classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.
- Teaching Global Competencies
 - Join Bobbie Thibodeau (SAD 15) on **Wednesday, May 26 at 2:30pm ET** as she talks about how to teach “[Global Competencies](#)” in your classroom. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar as well as a reminder one hour before the webinar starts. Attendees to the live session will receive a contact hour certificate and the session will be recorded and posted on the [MDOE Social Studies Professional Learning](#) page for those who are not able to attend live.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Social Studies Opportunities

*****MCSS 2021 Conference - Request for Proposals**

The Maine Council for the Social Studies (MCSS) would like to invite formal and informal educators to create a proposal for a workshop session at their annual conference to be held on November 1st at the Augusta Civic Center. The theme of this year’s conference is “The Power of Social Studies”.

The history of social studies is rife with arguments about what constitutes social studies, what and whose history should be taught, and competing conceptions of the meanings of citizenship. Such debates point to the larger idea that social studies matters beyond school and that it is a field that is perceived to have great power. But just what is the power of social studies and how do students and teachers take up that power in the classroom and in their broader communities? As they gather once again for their annual conference, the Maine Council for the Social Studies is asking conference participants to take up this question and explore possible answers to it. As such, they invite social studies educators across disciplines to submit proposals that will help us collectively think through the ways social studies can support information literacy, develop empathy, foster intercultural understanding and an appreciation for diversity, and make connections to contemporary issues.

Workshop Information: They are looking for presenters in the following grade span areas: K-4, 5-8, and 9-12. We value workshop sessions that are interactive, informative, and hands-on. The workshop is scheduled for [November 1, 2021 at the Augusta Civic Center](#). If you are interested in sharing your knowledge, tools, and skills with Maine teachers, please submit by **May 28th, 2021**. Questions? Email mainesocialstudies@gmail.com.

*****Writing to Process the COVID Experience: Release, Renew, and Refocus**

Maine educators have spent the past 15 months navigating an impossible gauntlet of health concerns, conflicting narratives, and political division, all while trying to support students in a rollercoaster world where everything has been disrupted. From trying to teach online to dealing with community food insecurity to reconciling personal safety with the needs of students, Maine’s educators, without a playbook, have been forced to improvise, and most of us (and our families) are carrying the pain, the frustration, the trauma of being asked to do the impossible on a daily basis.

On **Wednesday, June 2 (3pm ET)**, Maine Educator and writer Ian Ramsey will lead this hour-long workshop, guiding participants through a series of reflective writing exercises that will help

to process and release the challenges of the past 15 months, and also to begin to look forward and reconnect with deeper, larger and more aspirational goals that may have been put aside during Covid's difficulties.

Writing can be a useful way to reflect on, integrate, and reframe challenging experiences, and to let them go. You don't need to be a great writer to do this, you only need to be willing to reflect in your own authentic way on your experience so that you might get closer to processing it and moving in a more healthy, generative direction than has been possible for many of us. Maine DOE VPA Specialist Jason Anderson will facilitate the session, but all educators are encouraged to attend and participate. [Learn more and register on this website.](#)

*****Dawnland & Dear Georgina Online Film Screening and Q&A**

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official "truth and reconciliation commission" in the United States begins a historic investigation. DAWNLAND goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations. In DEAR GEORGINA a Passamaquoddy elder journeys into an unclear past to better understand herself and her cultural heritage.

On **Thursday, May 6 (7:00-9:00pm ET)** join Maine-Wabanaki Truth Commissioner Sandy WhiteHawk (Sicangu Lakota), Akomawt Educational Initiative's endawnis Spears (Diné, Ojibwe, Chickasaw, Choctaw), and film producer Tracy Rector (Choctaw/Seminole) for a conversation and Q&A after the film moderated by Indian Country Today's Associate Editor, Vincent Schilling (Akwesasne Mohawk). In recognition of Mental Health Awareness Month, the conversation will focus on mental health for Native mothers. [Learn more and register on their website.](#)

*****New Moon Teachings: Erasing Treaty Rights and Responsibilities**

Erasing Treaty Rights and Responsibilities - Exploring the Redaction of State Responsibilities to Indians in the Maine State Constitution is the next webinar in the series New Moon Teachings. The session will convene via Zoom webinar on **Tuesday, May 11th from 6:00pm to 7:30pm EDT**. This panel will examine the redaction of Maine's 1820 Constitution in 1875 and explores the ramifications that ceasing to print sections 1, 2, and 5 of Article 10 had upon Wabanaki Tribal Nations in what is now known as Maine. Particular attention will be paid to how this erasure was purposely designed to discredit Maine Indian treaty rights and plays into contemporary legal issues impacting Wabanaki sovereignty. They are grateful to host a panel moderated by Darren Ranco with Donna Loring and Sherri Mitchell. Darren Ranco, PhD, a Penobscot scholar, is an Associate Professor of Anthropology and Chair of Native American Programs at the University of Maine. Donna Loring is a Penobscot tribal elder, former Penobscot Tribal Council member, author and playwright, and recently stepped down as Senior Advisor on Tribal Affairs to Governor Mills. Sherri Mitchell is a Penobscot lawyer, educator, writer, and activist. [Learn more and register on their website.](#)

Begin Again Series: Reckoning with Intolerance in Maine

On **Wednesday, May 12 (6:00pm ET)**, the Maine Historical Society hosts a panel discussion about their newest work. Join exhibit curators **Anne Gass, Tilly Laskey, Darren Ranco,** and **Krystal Williams** to discuss topics covered in Maine Historical Society's newest exhibition and initiative *Begin Again: reckoning with intolerance in Maine*. The panel will review the structures

of systemic racism and discrimination that have perpetuated inequity and intolerance in Maine for the past 500 years as well as talk over how they came together to explore and interpret Maine's diverse and complicated history. [Learn more and register on their website.](#)

Begin Again Series: A Talk with Dr. Eddie Glaude, Jr. "Doing One's First Works Over": Imagining a New America

Known to be a convener of conversations and debates, **Dr. Eddie S. Glaude, Jr.** takes care to engage fellow citizens of all ages and backgrounds – from young activists, to fellow academics, journalists and commentators, and followers on Twitter -- in dialogue about the direction of the nation. His scholarship is driven by a commitment to think carefully with others. Join us for a talk with Dr. Glaude on the challenges our democracy faces, as well as the country's complexities, vulnerabilities, and the opportunities for hope come into full view. Join the Maine Historical Society on **Thursday, May 20 at 6:00pm ET** for this special event. [Learn more and register on their website.](#)

MCSS Virtual Conference - Continuity and Change

The MCSS Board has worked to maintain our annual conference, but in a different format to address CDC restrictions and improve accessibility and flexibility for our members!

NEXT UP... on Thursday, May 6th from 7-8 pm a Webinar led by Brad Lopes, a member of the Aquinnah Wampanoag tribe of Noepe (Martha's Vineyard).

Brad Lopes (Aquinnah Wampanoag) will be presenting his approach to teaching Wabanaki and Indigenous Studies in Maine, including starting a Native American Studies course at Wiscasset Middle High School. As an indigenous person himself and member of the Aquinnah Wampanoag, decolonizing education is key to his instruction and he will be offering techniques, strategies, and resources to others to accomplish this in their own classrooms and elsewhere. We will focus on other topics such as the use of language surrounding indigenous people in schools, the "invisibility" and erasure endured, land acknowledgements, and resources you can use to further bring Wabanaki people, history, and culture into your classroom. As a member of the Aquinnah Wampanoag, Brad will also discuss and share lesson plans and resources tied to "Thanksgiving" or the National Day of Mourning, as it is observed by the Aquinnah Wampanoag. The goal will also be to facilitate dialogue and have an interactive afternoon as well. You will leave here feeling more equipped to discuss and teach about the people who have called Dawnland and Noepe (Martha's Vineyard) home for over 12,000 years, and who continue to thrive today.

The best news of all... The 2020 Virtual Conference is FREE to current members! Each Webinar will be archived and available to you, as a member, on-demand simply by logging into our website with your membership info and password. So even if you can't make the Webinar in person, you can view it anytime. The 2020 Virtual Conference is for members only. You can renew or become a member for the low price of \$25 (or \$10 for pre-service teachers or educators 55 and older). If your membership is not current (for many folks, membership ran out in July) or you are not a member and would like to become one, go here to join or renew today: <https://mainecouncilsocialstudies.org/join.php>

Webinar Registration:

Registration each month is necessary to attend each monthly Webinar. So now is the time to register for the Webinar with Brad Lopes (as long as you are a current MCSS member).

Registration for this special event is limited to the first 100 participants to register.

When: May 6, 2021 07:00 PM Eastern Time (US and Canada)

Topic: Teaching Wabanaki Studies and Decolonization of Social Studies

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_-zwaPIUyRvmzAYZUF_Y7wA

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved).

Digital Abbe Museum Indian Market

[Digital AMIM](#) is a two-day online event from **May 14-15, 2021**. Event-goers will get the chance to meet some of the 2021 Abbe Museum Indian Market artists, learning more about them, their process, and their body of work. Allowing artists to connect directly with the community to educate and also sell their wares. In addition to spotlighting artists, [Digital AMIM](#) includes performances, educational programming, and even trivia! New for 2021 is a Friday evening Kick-Off Party with Executive Director Chris Newell and performances from two artists. And to cap off each night, we will have a film screening at 7 pm as part of our Indigenous Film Festival.

Maine Jump\$tart Virtual Training Event: Taxes & Team Trivia

This has been a year like no other and the Maine Jump\$tart Coalition for Personal Financial Literacy thinks their training should be too! In place of their typical conference, and in recognition of teacher appreciation week, their annual training will be **Taxes and Team Trivia**.

Join them on **TODAY** to improve your tax knowledge, while having some fun with your colleagues! The Taxes portion of the event will begin at 3:00 PM and will be presented by experts from The Maine Society of CPA's (MECPA). The Team Trivia portion of the event will begin at 5:30 PM and will be a virtual pub-style trivia game hosted by Maine Jump\$tart and TriviaHub. The trivia questions will include both general knowledge, personal finance, and taxes! [Learn more and register on their website.](#)

***Honoring APIA Heritage: Reflecting on History to Inform Action

On **Tuesday, May 11 at 5:00pm ET**, join Illinois Civics to learn more about Asian/Pacific Island American Heritage. In this webinar, participants will have an opportunity to reflect on AAPI History and discuss the recent rise in hate crimes against the Asian American community and explore opportunities for students to take informed action. Dr. Karen Korematsu, Founder and Executive Director of the Fred Korematsu Institute will provide a historical grounding for our conversation and will then transition into a webinar with invited guests to explore current events. [Learn more and register on their website.](#)

***Civics in Real Life

Some of the most difficult topics for educators to address in the classroom are current events. How do we approach current events in a way that connects to our content while also allowing opportunities for both discussion and engagement? Join Illinois Civics and the Lou Frey Institute on Wednesday, May 19 at 3:30pm ET for this webinar that will share virtual resources that can

be used to address current events from a civics lens. The Lou Frey Institute will discuss its Civics in Real Life series, a weekly series which uses civics concepts to explore current events in a one page, student friendly, image rich text. This includes hyperlinks to related content and a closing activity that encourages reflection and engagement. The webinar session will discuss ways in which this resource can be integrated into both face to face and virtual instruction while also discussing the use of the free Civics360 content platform as a means of building foundational knowledge through a virtual resource. [Learn more and register on their website.](#)

*****National Constitution Center - No-Prep Online Civics Classes**

The National Constitution Center is here to help you close out the school year with their free Scholar Exchanges: easy-to-incorporate live online classes for students. The Center's May Scholar Exchanges cover some of our most popular topics, and some featured honored guest experts:

The Fourth Amendment

- [Middle School/Introductory](#): Wed, May 5 at 12 p.m. ET
- [High School/Advanced](#): Wed, May 5 at 2 p.m. ET
- [All Ages Friday Session](#) with former Philadelphia Police Commissioner Charles Ramsey: Fri, May 7 at 1 p.m. ET

The Second Amendment

- [Middle School/Introductory](#): Mon, May 10 or Wed, May 12 at 12 p.m. ET
- [High School/Advanced](#): Mon, May 10 or Wed, May 12 at 2 p.m. ET
- [All Ages Friday Session](#): Fri, May 14 at 1 p.m. ET

The Supreme Court: Article III

- [Middle School/Introductory](#): Mon, May 17 or Wed, May 19 at 12 p.m. ET
- [High School/Advanced](#): Mon, May 17 or Wed, May 19 at 2 p.m. ET
- [All Ages Friday Session](#) with Princeton Professor Robert P. George: Fri, May 21 at 1 p.m. ET

Constitutional Battles of the Branches

- [Middle School/Introductory](#): Mon, May 24 or Wed, May 26 at 12 p.m. ET
- [High School/Advanced](#): Mon, May 24 or Wed, May 26 at 2 p.m. ET
- [All Ages Friday Session](#): Fri, May 28 at 1 p.m. ET

Scholar Exchanges require no prior preparation for you or your students, and are supported with free resources that they share after the session. You can also [access their recorded sessions](#) from earlier in the year, as well as the accompanying resources.

Bill of Rights Teacher Council

Applications for the Bill of Rights Institute 2021-2022 Teacher Council are open through **May 15th**. Are you interested in expanding your impact in the history and civics community? Do you love your work as a history and civics educator and want to share your experience to greater influence the national dialogue? Are you interested in cultivating a community of master educators in the field? The Bill of Rights Institute is seeking applications for its 2021-2022 Teacher Council. Members of the Council advise and assist the institute for their term on the council. [Learn more and apply on their website.](#)

OER Conference for Social Studies

A free, online social studies conference for K-12 brought to you by the OER Project. Join thousands of educators online **August 3-5, 2021** to discuss how our world has changed and the impact on teaching practices as we reenter the classroom. They will explore what history can tell us about this moment, how our view of citizenship has shifted, and what teachers should consider as they shift their practice to meet the challenge. The virtual event includes three keynote sessions, eight live discussions, and close to 70 Track Talks from K-12 educators on key social studies topics. You will leave this conference with fresh ideas you can integrate into your teaching practice this Fall, and a community of support to help. [Learn more and register on their website.](#)

Presidential Primary Sources Project

The [Presidential Primary Sources Project](#) is teaming up with the Truman and Clinton Presidential Libraries to host free professional development workshops for teachers this summer. The Intersections of Injustice Institute workshop will take place **June 21-25, 2021**, and the Presidents and the Constitutions workshop will take place from **July 12-16, 2021**. These two professional development opportunities will present teachers with tools and primary sources to help them navigate historical themes in their curriculum. [Learn more and register on their website.](#)

Echoes & Reflections Webinars

Echoes & Reflections has a variety of webinars related to teaching about the Holocaust coming up through the rest of April and into May. Their webinars are designed to increase participants' knowledge of Holocaust history, explore and access classroom-ready content, and support instructional practice to promote student learning and understanding of this complex history and its lasting effect on the world. [Learn more and register for an upcoming webinar on their website.](#)

A User's Guide to Democracy with Civics 101

On May 6 (7:00pm ET) join Nick Capodice and Hannah McCarthy, host and executive producers of the Civics 101 podcast for a discussion of their book, "A User's Guide to Democracy." Learn about what inspired them to write the book, lessons learned about our constitutional republic and how to address common misconceptions about our republic. Walk away with ideas and resources to enhance your classroom. Participants need not read the book prior to attending the session. [Register here.](#)

Invest in Teachers: Ready. Set. Grow

Wednesday, May 5th, 4:00 p.m. EST

At this special event during National Teacher Appreciation Week, CNBC Senior Personal Finance Correspondent Sharon Epperson will moderate a discussion with financial and education experts that will:

- share the most effective ways to implement personal finance education in schools
- offer personalized financial guidance for teachers
- leave time for a Q&A session to answer your most pressing personal finance questions

[Learn more and register on their website.](#)

Transatlantic Exchange of Civic Educators

The [Tisch College of Civic Life](#) is excited to announce the launch of the [Transatlantic Exchange of Civic Educators \(TECE\)](#), a new project in partnership with the [Association of German Educational Organizations \(AdB\)](#). This fellowship will bring together ten participants from Germany and ten from the United States to engage in dialogue in the field of extracurricular/OST youth and young adult civic learning. **Application deadline is May 18.** Read more about the program and about **an informational webinar on April 20** as part of a [blog from Dr. Peter Levine](#).

*****Weekly Technology & Resource Spotlight**

Asian American/Pacific American Heritage Month

In 1977 Reps. Frank Horton of New York introduced [House Joint Resolution 540](#) to proclaim the first ten days in May as Pacific/Asian American Heritage Week. In the same year, Senator Daniel Inouye introduced a similar resolution, [Senate Joint Resolution 72](#). Neither of these resolutions passed, so in June 1978, Rep. Horton introduced [House Joint Resolution 1007](#). This resolution proposed that the President should “proclaim a week, which is to include the seventh and tenth of the month, during the first ten days in May of 1979 as ‘Asian/Pacific American Heritage Week.’” This joint resolution was passed by the House and then the Senate and was signed by President Jimmy Carter on October 5, 1978 to become [Public Law 95-419](#). This law amended the original language of the bill and directed the President to issue a proclamation for the “7 day period beginning on May 4, 1979 as ‘Asian/Pacific American Heritage Week.’” During the next decade, presidents passed annual proclamations for Asian/Pacific American Heritage Week until 1990 when Congress passed [Public Law 101-283](#) which expanded the observance to a month for 1990. Then in 1992, Congress passed [Public Law 102-450](#) which annually designated May as Asian/Pacific American Heritage Month.

The month of May was chosen to commemorate the immigration of the first Japanese to the United States on May 7, 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869. The majority of the workers who laid the tracks were Chinese immigrants.

The Law Library of Congress has compiled guides to commemorative observations, including a comprehensive inventory of the [Public Laws, Presidential Proclamations](#) and congressional resolutions related to Asian Pacific Heritage Month.

Other resources for teachers:

[National Archives](#)

[National Endowment for the Humanities](#)

[National Park Service](#)

[Smithsonian Asian Pacific American Center](#)

[PBS](#)

[Teaching Tolerance](#) and [more](#)

[Library of Congress](#)

Thank you for subscribing and as always, do not hesitate to reach out if there is anything that I can do to support you!

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)
Acting Coordinator of Secondary Education
Social Studies Specialist
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joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:21 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 6/24

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

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--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, June 24, 2020 07:57
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 6/24

Maine Department of Education: Social Studies Update

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If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****Social Studies Professional Learning Page**

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

*****FREE Professional Development All Summer Long**

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This calendar is a collection of all of the free webinars, educator and students opportunities, and other social studies related events that I could find that might be of interest to you. I update the calendar whenever I find new opportunities, so [add it to your Google calendar](#) or check back often whenever you are looking for some professional development.

*****Forum 2020 - Inquiry 2.0**

Every August I travel the state offering up my social studies professional learning titled “Forum”. This year, Forum 2020 was scheduled to be about Inquiry 2.0 as a follow up to Forum 2017 - Inquiry in the Social Studies Classroom. Dates and locations were previously scheduled, but currently all face to face events are currently on hold. I am hoping to be able to offer a shorter version of Forum 2020 in an online format, so please stay tuned to the listserv in the coming weeks for additional information.

Bicentennial Curriculum Initiative; An Opportunity 200 Years in the Making

The Maine Department of Education (DOE), in collaboration with the Maine Bicentennial Commission ([maine200.org](#)) and the [Maine Historical Society](#) has launched an online resource designed to help Maine teachers integrate Maine’s Bicentennial into their classrooms. The Bicentennial Curriculum Initiative enables educators to share their own lesson plans, download lesson plans created by other Maine teachers, and access new curriculum resources and primary documents related to Maine, its history, and culture. This Initiative is supported by funding from Jane’s Trust and the Maine Bicentennial Commission.

Available through the [Maine Memory Network](#), the statewide digital museum created by the Maine Historical Society features historical items, online exhibits, and stories contributed by 270 organizations across Maine, the [Bicentennial Curriculum Initiative](#) is a resource designed to encourage and support Maine’s pre-k through adult educators in sharing ideas and best practices for implementing engaging and effective lessons to commemorate Maine’s Bicentennial with Maine students. Educators are invited to visit the [Bicentennial Education Initiative web page](#) to search by grade level, topic, content area,

standard, and other fields for incredible ideas on how to commemorate our State's Bicentennial with students of all ages.

[The launch of the Bicentennial Curriculum Initiative](#) opens the site for your contributions. Please consider uploading a lesson plan, browse the initial lesson plans that have been added to the site, and explore extensive Maine history content. Check back frequently: the site will grow throughout the year and become a permanent resource for teachers.

To submit a lesson plan, educators can visit mainememory.net/lessons/submit to complete a simple submission template, and then upload additional resources. Once uploaded, lesson submissions will be reviewed for completeness and then placed on the Bicentennial Curriculum Initiative web page, where other educators from across the state can access them. **Educators who participate by sharing resources will have their names entered into a random monthly drawing (February 2020 – December 2020) for \$400 in cash for use in their classrooms. Participants for this program are intended to be public and private school educators for grades pre-k to 12, Career and Technical Educators, Adult Education Instructors, and Post-Secondary Instructors.** For more information or to ask questions about the process, please contact Kathleen Neumann kneumann@mainehistory.org.

Social Studies Opportunities

*****Visualizing Maine in the 19th Century through Texts and Maps**

Calling Maine 7-12 Social Studies and Humanities Teachers! Please fill out this [short application form](#) if you are interested in taking part in the **summer 2020 Osher Map Library and Maine Humanities Council Summer Discussion Project: Visualizing Maine in the 19th Century through Texts and Maps**. These three discussions will be co-facilitated by Libby Bischof, USM History Professor and Executive Director of the Osher Map Library, and Fiona Hopper, Social Studies Lead Teacher and Wabanaki Studies Coordinator for Portland Public Schools. Texts will include: Henry David Thoreau, *The Maine Woods*; Sarah Orne Jewett, *Country of the Pointed Firs*; and selections from *Dawnland Voices: Writing of Indigenous New England*, and *Maine's Visible Black History: A First Chronicle of Its People*. All reading materials will be sent to participants (to keep). Maps used will come from the Osher Map Library digitized collections (online @ oshermaps.org). **Discussions will take place via Zoom on three Tuesdays: 7/7, 7/14, and 8/4, from 3:30pm-5pm.** Participation is limited to 22 educators (so we can keep the discussion on one Zoom Screen). In addition to discussing 19th century Maine history via texts and maps, with an emphasis on what we can learn about the lives of Maine's diverse populations through fiction, non-fiction, and visual maps, ample time will be given for reflection and discussion of spring remote learning experiences--both challenges and triumphs. Participants will receive a certificate at the end of the Discussion Project for contact hours, etc. **Please submit your application by Thursday, June 25th.**

*****Teaching Maine with Primary Sources**

Explore ways to teach the history of the land that is now called Maine and its peoples through various types of primary sources. Geared towards middle and high school teachers, this workshop on **August 20 (9am-1pm)** includes presenters from Akomawt Educational Initiative, Maine Historical Society, and the

Osher Map Library. [Learn more about the presenters, their sessions, and register on their website.](#)
Available slots are limited, so please register today!

*****National History Day - Student Research Webinar Series**

National History Day is offering an online professional development opportunity this fall. This course, focused on inspiring student research, is open to teachers, librarians, and pre-service teachers (that's an NHD first!). Teachers can register or learn more at <https://www.nhd.org//professional-development>. There are 58 scholarships – one for each NHD affiliate. Applications for that program are due **Friday, July 31, 2020**. Contact John Taylor (Maine NHD Coordinator) at jtaylor@mcslibrary.org if you have any questions.

Maine Student/Parent Mock Election - Save the Date!

The Secretary of State's Office will sponsor the Maine National Student/Parent Mock Election and host a Rally & Tally Celebration event at the Maine State Armory in Augusta on **October 21, 2020 from 10:00 am – 1:00 pm**. More than 26,500 students from over 150 schools participated in the last presidential cycle Mock Election in 2016. Please keep this program in mind as a tool to engage students in the electoral process and join us at the Rally where your students' votes are combined with their peers across the country via the National Student/Parent Mock Election program. For more information and to view 2018 results, visit www.maine.gov/sos/kids/mockelection/ or contact Nicole Ladner at nicole.ladner@maine.gov or 626-8400.

*****Seeing the Racial Water....with Robin DiAngelo**

On **June 29 (4:15-6:00pm)** join Dr. Robin DiAngelo as she participates in a virtual talk via Zoom for Maine educators. Dr. DiAngelo is a well known author (White Fragility) and researcher in Whiteness Studies and Critical Discourse Analysis, tracing how whiteness is reproduced in everyday narratives. She's a two-time winner of the Student's Choice Award for Educator of the Year at the University of Washington's School of Social Work. [There is limited capacity so please register today!](#)

*****Native Knowledge 360: Foundations for Teaching and Learning about Native Americans**

Native Knowledge 360° (NK360°) is the National Museum of the American Indian's national initiative to inspire and support transformative teaching and learning about Native Americans. This FREE, three-part webinar series (**7/21, 7/22, 7/23 from 1:00-2:15pm ET**) is designed for education professionals who are new to incorporating more complete narratives about Native American histories, cultures, and contemporary lives into their teaching. Educators whose primary teaching focus is social studies, English language arts, or library sciences and who work with students in grades 4–12 are encouraged to register. The series will be especially helpful for educators who are just beginning to advance their practice of bringing Native perspectives to their curricula. [Learn more about each session and register for one, two, or all three sessions on their website.](#)

***Inside the Vault with the Curators at the Gilder Lehrman Institute of American History (Free Webinar)

Join the Gilder Lehrman Institute this **Friday (June 26) at 2pm ET** for Inside the Vault as they explore documents relating to two turning points in US history:

- The printing of the Declaration of Independence
- The Battle of Gettysburg

Inside the Vault is free and open to all—teachers, students and their families, and everyone with an interest in history. [RSVP on their website](#).

***The Library of Congress & National Book Festival

National Book Festival Presents launched a new miniseries “Hear You, Hear Me,” with “[Race in America: Jason Reynolds and Jacqueline Woodson](#).” It will be posted soon on the Library of Congress site. This online series, a continuation of the themes raised in their June 5 program, “[Carla Hayden and Lonnie Bunch: Cultural Institutions at Times of Social Unrest](#),” features Librarian of Congress Hayden in conversation with some of the nation’s great literary figures. Check out the Library of Congress site to join the conversation on July 9, 7 PM: “[Race in America: Joy Harjo and Tracy K. Smith](#)” and on July 16, 7 PM: “[Race in America: Colson Whitehead](#)” Visit <https://loc.gov/engage> for more events.

***Take Free Courses on African-American History from Yale and Stanford

[Check out this article from Open Culture](#) which highlights free courses from Yale and Stanford about African-American History that are now available for people to watch online.

***Monkey Business: Using Curious George to Teach Personal Finance (Free Webinar)

Join the Council for Economic Education on **August 4 at 7pm ET** for their webinar *Monkey Business: Using Curious George to Teach Personal Finance*. In this session they will use the lovable character Curious George to capture student attention while teaching about personal finance and economics. This webinar will also provide links to multimedia and Consumer Bureau resources to supplement lessons. [Learn more and register on their website](#).

***The OC (online conference) for Social Studies - Presented by the OER Project

For many educators, summer is time to attend seminars and trainings to improve teaching practices while earning professional development hours. As you all know, this summer will be a little different. But don’t worry, The OER Project has you covered!

The conference (August 5-7) is a mix of short TED-style videos by teachers and live discussions. Collectively, it makes it feel like a much larger event that it really is. All the videos will be posted to YouTube so that states and districts can reuse any of the materials for their own PD down the road. Check out [The OER Conference for Social Studies](#) blog for more information. [To register at no cost, click here.](#)

John Morton Excellence in the Teaching of Economics Award

Do you love economics? Do you have a unique or exemplary approach to incorporating economics into your classroom instruction? Or do you know someone who does? The Council for Economic Education's (CEE) John Morton Excellence in the Teaching of Economics Award is the only national award recognizing these teachers! [Learn more on their website](#) or teachers are encouraged to [apply at this link](#). Applications are due **July 10, 2020**.

Student Competitions & Opportunities

***Building the Movement: America's Youth Celebrate 100 Years of Women's Suffrage

First Lady Melania Trump is excited to announce Building the Movement: America's Youth Celebrate 100 Years of Women's Suffrage, an exhibit honoring the centennial anniversary of the ratification of the 19th amendment, which gave American women the right to vote. The exhibit will launch this August and will showcase artwork by young Americans depicting this historic milestone. To create this exhibit, the First Lady is asking students across the United States and its territories for submissions depicting individuals, objects, and events representing the women's suffrage movement. Their artwork will appear alongside images of women's suffrage parades, marches, and gatherings that took place at or around the White House. Deadline for submission is **July 6 at 5pm ET**. [For more information visit their website](#).

Research Article

NAEP Results Released in U.S. History, Civics, and Geography

NAEP results - often known as the Nation's Report Card, were recently released in U.S. history, Civics, and Geography. You can view the U.S. history results [here](#), civics [here](#), and geography [here](#). Results in U.S. history and geography declined overall and results in civics remained stagnant. You can view the National Council for the Social Studies response to the NAEP results [here](#).

***Weekly Technology & Resource Spotlight

June is LGBTQ Pride Month

According to the Library of Congress, "Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Pride Month is currently celebrated each year in the month of June to honor the 1969 Stonewall riots in Manhattan. The Stonewall riots were a tipping point for the Gay Liberation Movement in the United States. In the United States the last Sunday in June was initially celebrated as "Gay Pride Day," but the actual day was flexible. In major cities across the nation the "day" soon grew to encompass a month-long series of events. Today, celebrations include pride parades, picnics, parties, workshops, symposia and concerts, and LGBTQ Pride Month events attract millions of participants around the world. Memorials are held during this month for those members of the community who have been lost to hate

crimes or HIV/AIDS. The purpose of the commemorative month is to recognize the impact that lesbian, gay, bisexual and transgender individuals have had on history locally, nationally, and internationally. In 1994, a coalition of education-based organizations in the United States designated October as LGBT History Month. In 1995, a resolution passed by the General Assembly of the National Education Association included LGBT History Month within a list of commemorative months. National Coming Out Day (October 11), as well as the first “March on Washington” in 1979, are commemorated in the LGBTQ community during LGBT History Month.” [Check out the Library of Congress website for more information and resources.](#)

Check out these other organizations for more resources related to LGBTQ Pride Month:

- [United States Archives](#)
- [PBS](#)
- [Anti-Defamation League](#)
- [Teaching Tolerance](#)

Elementary Social Studies in Action

My colleagues in Georgia have put together a video collection of elementary teachers teaching social studies using an inquiry-based approach. You can view the videos [here](#).

New World 101 Module

World 101 has released a new unit in their Regions of the World series. This could be a great resource for middle school and high school teachers looking to teach about our world. You can view the new module [here](#).

New InquirED Elementary Lesson Available

Current events of the world around us are the “first draft of history” and even our youngest students can play a role in capturing that history. InquirED has released a new inquiry lesson plan around the compelling question: How can we create a historical record of important events? You can view this lesson and the library of lessons they have released [here](#).

Thank you for subscribing and take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)

Social Studies Specialist

Western Maine Regional Representative

Maine Department of Education

23 State House Station

Augusta, ME 04333

(207) 624-6828

[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:20 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 7/8

EXTERNAL MESSAGE:

--

Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
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576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

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RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, July 8, 2020 07:47
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 7/8

Maine Department of Education: Social Studies Update

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The next listserv will be posted on Wednesday, June 22.

Announcements

*****Fall 2020-2021 School Year Survey**

The Department of Education continues to work with education stakeholders and health experts to provide a framework for safely returning to classroom instruction. We would like to hear from Maine educators by completing [this survey](#) no later than 8:00pm ET on **Sunday, July 12.**

Social Studies Professional Learning Page

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*****Forum 2020 - Inquiry 2.0/CANCELLED**

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Bicentennial Curriculum Initiative; An Opportunity 200 Years in the Making

The Maine Department of Education (DOE), in collaboration with the Maine Bicentennial Commission (maine200.org) and the [Maine Historical Society](#) has launched an online resource designed to help Maine teachers integrate Maine’s Bicentennial into their classrooms. The

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Social Studies Opportunities

*****Digital Native American Festival & Basketmakers Market**

For the past 27 years, Wabanaki artists have convened in Bar Harbor for a joint event hosted by the Abbe Museum and the Maine Indian Basketmakers Alliance: The Native American Festival (NAF). The Festival is a unique community gathering in a historic area of the Wabanaki homeland and has built a reputation as an important family event for locals on Mount Desert Island. While the Abbe Museum has expanded its marketplace for Wabanaki artists with the development of the Abbe Museum Indian Market (AMIM), the Native American Festival will continue to serve an important educational and economic role for the community. As a non-juried, non-competitive market, the Festival is accessible to artists who are beginning their careers and interested in working alongside seasoned artists who have done larger markets. And as sister markets, the two offer a variety of opportunities for the public to engage with Wabanaki artists and educators. Join online Saturday, July 11 from 2-4pm. [RSVP on their Facebook event page.](#)

Teaching Maine with Primary Sources

Explore ways to teach the history of the land that is now called Maine and its peoples through various types of primary sources. Geared towards middle and high school teachers, this workshop on **August 20 (9am-1pm)** includes presenters from Akomawt Educational Initiative, Maine Historical Society, and the Osher Map Library. [Learn more about the presenters, their sessions, and register on their website.](#) Available slots are limited, so please register today!

National History Day - Student Research Webinar Series

National History Day is offering an online professional development opportunity this fall. This course, focused on inspiring student research, is open to teachers, librarians, and pre-service teachers (that's an NHD first!). Teachers can register or learn more at <https://www.nhd.org/professional-development>. There are 58 scholarships – one for each NHD affiliate. Applications for that program are due **Friday, July 31, 2020**. Contact John Taylor (Maine NHD Coordinator) at jtaylor@mcslibrary.org if you have any questions.

Native Knowledge 360: Foundations for Teaching and Learning about Native Americans

Native Knowledge 360° (NK360°) is the National Museum of the American Indian's national initiative to inspire and support transformative teaching and learning about Native Americans. This FREE, three-part webinar series (**7/21, 7/22, 7/23 from 1:00-2:15pm ET**) is designed for education professionals who are new to incorporating more complete narratives about Native American histories, cultures, and contemporary lives into their teaching. Educators whose primary teaching focus is social studies, English language arts, or library sciences and who work with students in grades 4–12 are encouraged to register. The series will be especially helpful for educators who are just beginning to advance their practice of bringing Native perspectives to their curricula. [Learn more about each session and register for one, two, or all three sessions on their website.](#)

The Library of Congress & National Book Festival

National Book Festival Presents launched a new miniseries "Hear You, Hear Me," with "[Race in America: Jason Reynolds and Jacqueline Woodson](#)." It will be posted soon on the Library of Congress site. This online series, a continuation of the themes raised in their June 5 program, "[Carla Hayden and Lonnie Bunch: Cultural Institutions at Times of Social Unrest](#)," features Librarian of Congress Hayden in conversation with some of the nation's great literary figures. Check out the Library of Congress site to join the conversation on **July 9, 7 PM**: "[Race in America: Joy Harjo and Tracy K. Smith](#)" and on **July 16, 7 PM**: "[Race in America: Colson Whitehead](#)" Visit <https://loc.gov/engage> for more events.

***Dawnland & Dear Georgina Online Film Screening & Live Filmmaker Q & A

Join the Upstander Project **TODAY at 7pm ET** for a special [FREE screening](#) of their two most recent documentaries.

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official "truth and reconciliation

commission" in the United States begins a historic investigation. DAWNLAND goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations. In DEAR GEORGINA a Passamaquoddy elder journeys into an unclear past to better understand herself and her cultural heritage.

[Learn more about these films or register for this FREE screening on their website.](#)

*****US Holocaust Memorial Museum/Virtual Educator Conference**

The United States Holocaust Memorial Museum invites you to the 2020 Arthur and Rochelle Belfer National Conference for Educators to be held virtually from 11:00am-2:00 ET each day (July 27–28). This conference is FREE to state and district social studies supervisors, teacher trainers, school department heads, and lead teachers who are interested in supporting Holocaust education. [Registration Required](#). The deadline to register is **July 10, 2020**.

*****National Archives Webinar Series:**

On **Wednesday, Jul. 8th** and **Thursday, Jul. 16th**, the National Archives will present its final [webinars for the summer](#) designed to support secondary teachers in using resources from the Archives in their classrooms. The webinars will be presented by Charles Flanagan, who has served since 2009 as the Outreach Supervisor for the Center for Legislative Archives. The Jul. 8th webinars are focused on Teaching with the Founding Documents ([2-3pm](#)) and Jul. 16th webinars are focused on Teaching Visual Literacy and Foreign Affairs ([10-11am](#) or [2-3pm](#)).

*****Free Webinars from Echoes and Reflections (Holocaust Education)**

Join [Echoes and Reflections](#) through July for FREE webinars related to teaching about the Holocaust. [Check out their webinar page](#) for more information or click the session title below to register.

- [Perpetrators of the Holocaust: A Reassessment](#) - **July 13 from 2:00-3:00pm ET.**
- [Teaching with the Pyramid of Hate](#) - **July 21 from 4:00-5:00pm ET.**
- [Strategies for For Effective Holocaust Instruction Online](#) - **July 27 from 4:00-5:15pm ET.**

*****Friends of the National World War II Memorial - Virtual Summer Teacher Conference**

Registration for the Friends of the National World War II Memorial's Virtual Summer Teachers Conference is now open!

WHEN: Tuesday, July 21 - Saturday, July 25, 2020 ~ 9:00am-12:00pm daily

WHERE: On Zoom! If you complete registration for the conference, we will send you a Zoom invite and detailed agenda closer to the conference dates so you can join for as many sessions as you like.

WHAT: Presentations from fellow educators, virtual tour of WWII Memorial, and discussions with World War II veterans

THEME: "World War II 75th Anniversary: The Lasting Significance and Impact of World War II on America and the World"

To register for the conference, please follow the link below and fill out the information under the "Register Now" button: <https://www.wwiimemorialteachers.org>

*****WWII Museum Virtual PD Opportunities**

Explore the history and lessons of World War II virtually with no special technology needed! Teachers can gain access to live and interactive programs and share with students right in their own classrooms. [Check out the online professional development opportunities that are being hosted by the World War II Museum.](#)

*****How We Argue - Summer Institute**

Arguments are everywhere: in the news, on social media, around the dinner table, and in the classroom. But how do we argue today? Often, students voice opinions based on questionable sources, appeals to emotion, and faulty logic. They may struggle to support their claims with relevant evidence and valid reasoning. Teachers can get frustrated with essays and class discussions – or avoid them altogether.

What is the solution? Since 2014, ThinkerAnalytix and the Harvard Department of Philosophy have researched and developed a digital curriculum to improve students' argument analysis and critical thinking skills. Join them for their "*How We Argue - Summer Institute*" on **July 27-31**. If you have attended some of my trainings over the past couple of years you may have heard me talking about or demonstrating argument mapping and ThinkerAnalytix resources.

[Check out their website for more information and to register.](#) Please note that the cost of the conference is \$299, but **financial waivers are available for those who need it** by contacting Nate Otey, otey@fas.harvard.edu. **Registration deadline is July 20.** (Full Disclosure - I serve on the ThinkerAnalytix Advisory Board)

*****The Arts Under the Cuban Revolution: Protest, Propaganda, Politics?**

The Kimberly Green Latin American and Caribbean Center (LACC) at Florida International University (FIU) presents our 2020 K-12 Summer Teacher Institute, ***The Arts Under the Cuban Revolution: Protest, Propaganda, Politics?*** In this virtual Institute, participants will explore a less familiar side of the Cuban story beyond its Cold War conflict with the United States. Scholars and experts on Cuban history, politics, sociology, music, theater, photography, film, and dance will provide new insights into the politicization of daily life in Cuba during the 1960's, while also exploring universal dilemmas about the relationship between art and politics. This Institute will also provide pedagogy sessions and classroom implementation strategies from our FIU LACC Master Teacher. The training runs **July 20-24 (10:00am-1:00pm ET daily)** online via Zoom. [Register here](#) by **July 14**. Co-sponsored by the University of Wisconsin-Milwaukee's

Center for Latin American and Caribbean Studies & FIU's Cuban Research Institute. Made possible with support from LACC's Department of Education Title VI Grant.

*****Virtual Supreme Court Summer Institute: The Court, the Constitution, and Controversy**

Join the Chicago-Kent College of Law **July 14-16 (11:00am-12:30pm ET daily)** for this FREE webinar series. This institute will examine some of the most controversial cases decided by the Supreme Court this Term. What role does the Supreme Court play in maintaining the checks and balances of the executive and legislative branches? What checks and balances limit the Court's own power? The Supreme Court decisions can shape policy as profoundly as any law passed by Congress or any action taken by the president. Previously, the Supreme Court has ruled on cases that involved college admissions policies, gay marriage, protests at funerals, and warrant requirements for police to search cell phones, to name just a few. [Check out their website for more information and to register for the sessions.](#)

*****Making Your Classroom World Savvy (Grades 4-6)**

Join World Savvy on **Tuesday, July 14 (10:00-11:30am)** for a 90-minute session that will be facilitated by KK Neimann, World Savvy Educator, who will provide examples of what teaching for global competence can look like, share lessons and resources, and provide a space and a framework to assist educators in re-imagining the grade 4-6 learner experience through the lens of global competence. [Register on their website.](#)

Monkey Business: Using Curious George to Teach Personal Finance (Free Webinar)

Join the Council for Economic Education on **August 4 at 7pm ET** for their webinar *Monkey Business: Using Curious George to Teach Personal Finance*. In this session they will use the lovable character Curious George to capture student attention while teaching about personal finance and economics. This webinar will also provide links to multimedia and Consumer Bureau resources to supplement lessons. [Learn more and register on their website.](#)

The OC (online conference) for Social Studies - Presented by the OER Project

For many educators, summer is time to attend seminars and trainings to improve teaching practices while earning professional development hours. As you all know, this summer will be a little different. But don't worry, The OER Project has you covered!

The conference (**August 5-7**) is a mix of short TED-style videos by teachers and live discussions. Collectively, it makes it feel like a much larger event that it really is. All the videos will be posted to YouTube so that states and districts can reuse any of the materials for their own PD down the road. Check out [The OER Conference for Social Studies](#) blog for more information. [**To register at no cost, click here.**](#)

Research Article

NAEP Results Released in U.S. History, Civics, and Geography

NAEP results - often known as the Nation's Report Card, were recently released in U.S. history, Civics, and Geography. You can view the U.S. history results [here](#), civics [here](#), and geography [here](#). Results in U.S. history and geography declined overall and results in civics remained stagnant. You can view the National Council for the Social Studies response to the NAEP results [here](#).

Informational Article

*****PBS Teachers Lounge - Prioritizing Empathy and Anti-Racism in Schools**

Check out this "[open letter](#)" to educators in the PBS Teachers' Lounge talking about empathy and anti-racism in classrooms.

*****Discussion Strategies in the Social Studies Classroom**

[This blog post](#) from Glenn Wiebe outlines several discussion strategies that are ideal for social studies classrooms. These include Structured Academic Controversy, Four Corners, and more.

Take Free Courses on African-American History from Yale and Stanford

[Check out this article from Open Culture](#) which highlights free courses from Yale and Stanford about African-American History that are now available for people to watch online.

*****Weekly Technology & Resource Spotlight**

Diverse Book Finder

[The Diverse BookFinder](#) is a comprehensive collection of children's picture books featuring Black and Indigenous people and People of Color (BIPOC) hosted by Bates College. They have cataloged and analyzed trade picture books fitting this criteria, published since 2002 and it serves as a great resource for educators looking to diversify their classroom text sets.

The Better Arguments Project

[The Better Arguments Project](#) is a national civic initiative created to help bridge divides – not by papering over those divides but by helping Americans have Better Arguments. In this sense, arguments don't have to drive us apart. Better Arguments can bring us together. In partnership with communities and advisers around the country, they have synthesized three dimensions and five principles of a Better Argument. [Check out their website](#) to learn more and take a moment to look at their [resource page for educators](#)!

Declaration of Independence - Animated Map of “When People Found Out”

It was the breaking news to end all breaking news—the fledgling British colonies of North America were committing treason and declaring independence. But in an era long before smartphone push alerts, TV interruptions and Twitter, breaking news broke a lot slower. How slow, though? Last year, a [Harvard University project](#) mapped how quickly the Declaration of Independence spread through the colonies based on newspaper archives.

Take a Summer Road Trip with the Smithsonian

The Smithsonian, in collaboration with USA Today, has created their “Summer Road Trip” It is a 40-page print activity guide that uses the vast collections and expertise of the Smithsonian to take K-8 learners on a summer “road trip” of discovery. Through hands-on activities, puzzles, and games, students will explore topics in STEM, history, and the arts. The guide features bilingual Spanish/English language content and is [available for free download here](#).

Thank you for subscribing and let me know if there is anything that I can do to support you.

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)
Social Studies Specialist
Western Maine Regional Representative
Maine Department of Education
23 State House Station
Augusta, ME 04333
(207) 624-6828

[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:20 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 8/5

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, August 5, 2020 07:14
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 8/5

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

The next listserv will be posted on Wednesday, August 19 and then will return to its regular weekly schedule.

Announcements

*****New Pandemic Primary Source Materials from a Statewide Collaborative**

Calling all Maine teachers, grades 3-12! Join us on **Tuesday, August 18 from 1:00-3:00pm ET** as we unveil a new collaborative project between the Maine State Archives, Maine State Museum, Maine State Library, Maine Department of Education, and Maine Historical Society. This is a sneak preview of a new set of materials before we make them available to the public. We wanted to get them to Maine's teachers in time for the coming school year.

The focus of this first workshop will be a brand-new set of materials on past Maine pandemics and epidemics. Our goal is to provide historical perspectives on big issues that matter to Maine today. We also have a set on Maine's Bicentennial, including the following topics: Creating a Maine Identity, Mapping Maine, Power of Maine's Vote, Slavery and Maine, and Statehood and the Wabanaki.

Teachers will come away from the workshop with ready-to-use packets of Maine-based primary sources, analysis worksheets, reflection questions, and activity suggestions. Come check it out! If you can't make it to the workshop, we will continue to build the sets and add new topics, so stay tuned to hear more. [To attend, please visit the event registration page](#). *Contact hours will be offered to participants.*

Presenters:

Heather Moran, Reference & Outreach Archivist, Maine State Archives
Joanna Torow, Chief Educator, Maine State Museum
Kate Webber, Lead Educator, Maine State Museum
Emma Soler, Education Intern, Maine State Museum
Alison Maxell, Director of Public Services and Outreach, Maine State Library
Joe Schmidt, Social Studies Specialist, Maine Department of Education
Brittany Cook, Bicentennial Education Fellow, Maine Historical Society
Kathleen Neumann, Manager of Education & Interpretive Programs, Maine Historical Society

*****Sarah Bailey Named 2020 Maine History Teacher of the Year**

Sarah Bailey, a teacher at South Portland High School, has been named the 2020 Maine State History Teacher of the Year, an award presented annually by the Gilder Lehrman Institute of American History, the nation's leading organization dedicated to K-12 American history education. [Read the entire press release](#) to learn more about Sarah and about the award.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

FREE Professional Development All Summer Long

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This calendar is a collection of all of the free webinars, educator and students opportunities, and other social studies related events that I could find that might be of interest to you. I update the calendar whenever I find new opportunities, so [add it to your Google calendar](#) or check back often whenever you are looking for some professional development.

Bicentennial Curriculum Initiative; An Opportunity 200 Years in the Making

The Maine Department of Education (DOE), in collaboration with the Maine Bicentennial Commission ([maine200.org](#)) and the [Maine Historical Society](#) has launched an online resource designed to help Maine teachers integrate Maine’s Bicentennial into their classrooms. The Bicentennial Curriculum Initiative enables educators to share their own lesson plans, download lesson plans created by other Maine teachers, and access new curriculum resources and primary documents related to Maine, its history, and culture. This Initiative is supported by funding from Jane’s Trust and the Maine Bicentennial Commission.

Available through the [Maine Memory Network](#), the statewide digital museum created by the Maine Historical Society features historical items, online exhibits, and stories contributed by 270 organizations across Maine, the [Bicentennial Curriculum Initiative](#) is a resource designed to encourage and support Maine’s pre-k through adult educators in sharing ideas and best practices for implementing engaging and effective lessons to commemorate Maine’s Bicentennial with Maine students. Educators are invited to visit the [Bicentennial Education Initiative web page](#) to search by grade level, topic, content area, standard, and other fields for incredible ideas on how to commemorate our State’s Bicentennial with students of all ages.

[The launch of the Bicentennial Curriculum Initiative](#) opens the site for your contributions. Please consider uploading a lesson plan, browse the initial lesson plans that have been added to the site, and explore extensive Maine history content. Check back frequently: the site will grow throughout the year and become a permanent resource for teachers.

To submit a lesson plan, educators can visit [mainememory.net/lessons/submit](#) to complete a simple submission template, and then upload additional resources. Once uploaded, lesson submissions will be reviewed for completeness and then placed on the Bicentennial Curriculum Initiative web page, where other educators from across the state can access them. **Educators who participate by sharing resources will have their names entered into a random monthly drawing (February 2020 – December 2020) for \$400 in cash for use in their classrooms. Participants for this program are intended to be public and private school educators for grades pre-k to 12, Career and Technical Educators, Adult Education**

Instructors, and Post-Secondary Instructors. For more information or to ask questions about the process, please contact Kathleen Neumann kneumann@mainehistory.org.

Social Studies Opportunities

Maine Jump\$tart Coalition Financial Educator of the Year Award

Calling All Personal Finance & Economics Educators! The Maine Jump\$tart Coalition is seeking nominations for the 2020-2021 Maine Jump\$tart Coalition Financial Educator of the Year Award. This award was created to recognize a Maine educator who has distinguished themselves through their efforts to improve the financial capability of the students and families they serve.

- The award recipient will receive full travel reimbursement to attend the 2020 Jump\$tart National Educator Conference on November 7-9 in Atlanta, GA.
- [Click here](#) to view the nominating materials and criteria.
- The deadline for submitting nomination form(s) is **Friday, August 7, 2020**.

*****Cultivating Cultures of Equity & Excellence Webinar Series with Dr. Luvelle Brown**

All educators are invited to join the Southern Maine Partnership in a 3-session webinar series with Dr. Luvelle Brown. Thanks to a grant from NESDEC for this regional event, there is no registration fee.

- August 7, 9-10:30am | Part 1: Systems Thinking that Cultivates Equity and Excellence
- August 10, 9-10:30am | Part 2. Culturally Responsive Practices and Implicit Bias
- August 14, 9-10:30am | Part 3. Cultivating a Culture of Love: Self-Reflection, Conflict, Policy

Designed to jumpstart your planning for the upcoming year, this three-session webinar series will focus on enhancing the capacity of school leaders to foster positive school environments, and promote cultural responsiveness and inclusion to meet the needs of all learners. In addition to the webinar sessions, participants will be engaged in a series of guided, structured activities between sessions to enhance their team's capacity and set their school/district up for a successful start to the school year. The work and discussions are designed to evoke individual and collective abilities to self-reflect, engage in productive conflict, and change policies.

Dr. Brown is the current Superintendent of Schools in Ithaca, NY, and the author of *Culture of Love: Cultivating a Positive and Transformational Culture*. [Check out their website for more information and to register.](#)

*****FREE Screening of Dawnland & Dear Georgina**

The Upstander Project recently announced the death of Georgina Sappier-Richardson who was the central figure in their most recent film, *Dear Georgina*. In remembrance, on **August 12th** (8:00pm ET) Upstander Project will present a special screening of *Dear Georgina* along with *Dawnland*, in partnership with the National Indian Education Association. The films will be followed by a live Q & A. This screening is also in recognition of International Day of the World's

Indigenous Peoples (August 9) and International Youth Day (August 12).

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official “truth and reconciliation commission” in the United States begins a historic investigation. Dawnland goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations.

In *Dear Georgina*, Georgina Sappier-Richardson, a Passamaquoddy elder, journeys into an unclear past to better understand herself and her cultural heritage.

Join scholar and author Leilani Sabzalian (Alutiig), special guests from NIEA, filmmaker Adam Mazo, and Upstander Project Learning Director Mishy Lesser, for a live Q & A after the films. The discussion will be moderated by Claudia Tekina'ru Fox Tree (Arawak/Yurumein) of the Massachusetts Center for Native American Awareness. [Free Registration for Dawnland & Dear Georgina on August 12th at 8pm ET / 5pm PT](#)

*****Newseum/Freedom Forum - FREE PD Series**

The Freedom Forum is happy to continue our free summer virtual classes with the next session on Wednesday, Aug. 5 at 1 p.m. Eastern. Presented once again by our experienced educators and experts, these programs are designed to address contemporary First Amendment issues, including media literacy, that impact us all. Their open enrollment programs for adult learners are held biweekly. These classes are free and open to the public. Sign up for these programs at freedomforum.org/events.

- **Fighting Fake News - TODAY (8/5) 1pm ET** - Explore the problem of fake news in today's media landscape. Consider: What does the First Amendment say about fake news? What qualifies as fake news? Why should you care what is real and what is not? How can motivations behind news stories shape the content? [REGISTER](#).
- **Media Ethics - Wednesday, Aug. 19 at 1pm ET** - During this session, consider the ethical issues journalists face as they strive to be accurate, fair and clear. Grounded in the right to press freedom and utilizing real-life case studies, participants grapple with issues journalists may encounter, including privacy, anonymous sources and the pressure to be first. [REGISTER](#).
- **Free Speech Essentials - Wednesday, Sept. 2 at 1pm ET** - Through critical debates, participants will explore the foundations, flare-ups and frontiers of this First Amendment freedom. [REGISTER](#).

Culturally Responsive Teaching to Promote Anti-Racist Classrooms

What are the best practices that create an environment to engage students in courageous conversations around, race, justice, equity, and progress? Educators are invited to join us as we provide a brief literature review of culturally responsive pedagogy and explore practical steps educators can take to help students be upstanders to promote anti-racism. Participants will walk away with a toolkit of free resources to enhance their classroom practice. Join IllinoisCivics.org on **Wednesday, August 5** (10:30-11:30am ET) for this online training. [Register here](#).

*****Watch Award-winning Film “Boys State”**

Facing History and Ourselves, in partnership with Apple Original Films and A24, invites you to join them on **Tuesday, August 11 starting at 7:00pm ET** for an exclusive advance screening of the award-winning film Boys State, followed by a talkback exploring youth civic and political engagement. The sensational winner of the Grand Jury Prize for documentary at this year's Sundance Film Festival, Boys State is a wildly entertaining and continually revealing immersion into a week-long annual program in which a thousand Texas high school seniors gather for an elaborate mock exercise: building their own state government. [Register now](#)

*****Gilder Lehrman and Hamilton Partner to Release EduHam Online**

The Gilder Lehrman Institute of American History and HAMILTON are thrilled to announce the launch of [EduHam Online](#), a free digital program for grades 6-12, beginning August 14. Whether you will be teaching in-person, remotely, or both this fall, [EduHam Online](#) is an easily adaptable, fully online resource that allows students to explore the world of HAMILTON and America's founding era—ultimately creating and performing their own narrative in the form of a song, rap, spoken word, or scene. [Register here](#) for access to EduHam Online and be first to know when it goes live later this month.

*****Hamilton Cast Read Alongs of Children's Book - Hosted by Gilder Lehrman**

The Gilder Lehrman Institute is excited to announce a new program that features Hamilton cast members reading award-winning children's books followed by a discussion of the history behind the story led by Gilder Lehrman Education Fellow Keisha Rembert. Join them for Read Alongs on Wednesday and Friday afternoons at 1 p.m. ET. [Check out their website for more information.](#)

*****When Women Won the Right to Vote (Free Webinar)**

On **Tuesday, Aug. 18th at 7:30pm**, the National Council for History Education will present a [free webinar on the history of women's suffrage](#). This webinar will be presented by Lisa Tetrault, Associate Professor at Carnegie Mellon University, who will position the time period around the ratification of the 19th amendment as the middle of a much larger story about the pursuit of voting rights - a struggle that is today unfinished and ongoing. To register, [click here](#).

Esri 2020 Summer Conference - Recorded Sessions Available Online

If you didn't make it to the virtual Esri 2020 Summer Conference this year, don't worry. They are excited to announce that video recordings of the [Plenary Session](#) are now available for anyone to watch at any time! Explore the [video playlist](#) to see each of this year's presentations, and watch the Plenary Session at your convenience. This year's inspiring presentations showcased GIS storytelling, technology demonstrations, and visionary thought leadership. Esri president Jack Dangermond, Esri experts, and special guests Dr. Vicki Phillips of the National Geographic Society and Jeffrey Sachs of the UN Sustainable Development Solutions Network shared

impactful insights that we will carry with us as we continue to build a sustainable, interconnected world powered by location intelligence.

Seeking Educators to Create a Curriculum for Genealogy

The New England Historic Genealogical Society is assembling a Teacher Consulting Group to help create a national curriculum for genealogy. They are looking for experienced educators to contribute lessons and strategies for teaching family history in the classroom. Eventually, all lessons and strategies will be compiled and synthesized into a curriculum and made available to teachers by NEHGS. For more information about the application, stipend, schedule, and more [check out their website](#). **Application deadline is August 15.**

Teaching Maine with Primary Sources

Explore ways to teach the history of the land that is now called Maine and its peoples through various types of primary sources. Geared towards middle and high school teachers, this workshop on **August 20 (9am-1pm)** includes presenters from Akomawt Educational Initiative, Maine Historical Society, and the Osher Map Library. [Learn more about the presenters, their sessions, and register on their website](#). Available slots are limited, so please register today!

Student Competitions & Opportunities

*****ArcGIS Online School Competition 2020**

Check out this mapping competition open to high school and middle school students in the United States. The competition includes having students analyze, interpret, and present data via ArcGIS StoryMaps. [Check out their website for more information](#).

*****National WWII Museum - Student Webinars**

With the COVID-19 pandemic disrupting the resumption of in-person classes for many schools across the country, The National WWII Museum will continue its commitment to offer online resources for students, teachers, and parents. Beginning on September 17, every Thursday at 12pm EST, The National WWII Museum will offer a free student webinar on topics of WWII history, science, art, music and more. This K-12 webinar series will continue through December 2020. [Visit the Museum's webinar page for more information](#).

*****FREE Webinar Series for Students/From Protest to Legal Change: A Workshop Series for Student Activists**

By exploring dynamics of today's protest moment, as well as movements of the past, students will learn how protest activities can push the law in a more just direction. A series of FREE three 90-minute workshops taking place 8/13, 8/20, and 8/27. [Check out their website to register and to learn more](#).

National Museum of African American History and Culture - Summer Reading Challenge

Students in grades 3 through 12 are invited to read fiction and nonfiction literature about African American history. The theme for summer 2020 is “Reading through the Galleries.” Students will choose books from a list of monthly recommendations, explore related resources and activities, record their book selections, and send in their reading lists to receive a monthly digital completion certificate! [Check out their website to learn more and to register](#).

New York Times - Student Contests for 2020-2021 Announced

Tens of thousands of students from around the world participate in New York Times student contests each year, creating podcasts, writing editorials, telling stories, documenting their lives, and responding to the news. From art and editorials to personal narratives and podcasts, check out the list of the [10 contests and challenges for young people](#) the New York Times is running this school year.

Research Article

*****Is it Time to Drop “Find the Main Idea” and Teach Reading in a New Way?**

Some schools are changing the way they teach reading—based on research that shows background knowledge is more critical to comprehension than general skills like ‘finding the main idea.’ [Check out this article from Edutopia](#) about how some elementary teachers and school districts are embracing the research and shifting how they teach.

Advocacy, Race, Equity & Inclusion in the Social Studies

Recently NCSS President Stefanie Wager and NCSS Executive Director Larry Paska joined the [Education Talk Radio Pre-K-20 podcast](#) to talk about the role that social studies education plays in talking and teaching about advocacy, race, equity, and inclusion in our world today.

Informational Article

*****Delivering Content in the Era of Online Teaching**

Peter Paccone (Featured Edutopia & KQED blogger) joined us this summer for two webinars where he talked about “[Work that Engages When Work Can Neither be Required Nor Graded](#)” and “[Using Video Conferencing Technology to Connect Students with the World-at-Large](#)”. Peter recently shared an article that he wrote with other online teachers about “[Delivering Content in the Era of Online Teaching](#)”. I encourage you to check out his webinars and latest blog post.

*****Primary Sources: Online Resources & Ice Breaker Activities**

Have you been asking “Where can I find quality history and social studies lessons that I can use either face to face or remotely?” You are not alone. Glenn Wiebe has released a blog with his [favorite online resources and nine icebreaker activities](#) that you can do with your students.

*****How We Go Back to School by EdWeek**

EdWeek is in the middle of an eight part series where they will explore the steps administrators need to take to ensure the safety of students and faculty. This article focuses on “[Remote Learning and How to Make it Work](#)” and includes links to the rest of the series.

Vermont Teen Creates an Anti-Racism Calendar

“A Vermont teen found a way to creatively help others grow into becoming better allies for the people of color in their communities with an [anti-racist calendar](#). Sixteen-year-old Tilly Krishna thought that there was a need for a simple resource to help people become more aware of Black history and bias in their own lives and communities.

She wanted to help others get educated on racism after the Black Lives Matter protests in the spring, so she used some inspiration from the 30-day challenges that have been circulating on social media since the shutdowns began. She made a calendar that dedicated each day to learning, watching, or doing an activity related to becoming anti-racist.”

*****Weekly Technology & Resource Spotlight**

History’s Mysteries (K-5 Distance Learning Lessons)

Check out these [History’s Mysteries](#) online lessons and resources for elementary classrooms with resources to [introduce historical inquiry](#) (Grades K/1, 2/3, & 4/5) as well as [virtual teaching tips](#) for using these lessons in a distance learning environment. Created by the [Collaborative for Educational Services](#) in conjunction with the Library of Congress and the Primary Source Consortium.

Civil Rights and Social Justice Resources for Classrooms

Our communities -- classroom and otherwise -- depend on the vigilant protection (and expansion) of our rights, respect for our differences, and continued fight for a more just, inclusive, and equitable world. For educators, this means inspiring students to become the next generation of critical thinkers and advocates for social change and equity. [Common Sense Education](#) has put together a [collection of mostly free and web-based resources](#) providing teachers with valuable professional development and classroom strategies for culturally responsive teaching and supporting diverse communities in the classroom. There are also tons of lesson plans and activities, as well as primary media, on challenging but necessary topics like racism, sexism, and genocide, as well as historical events like the civil rights movement and Japanese American internment along with contemporary social justice struggles.

50 Back to School Activities for the Remote Learning Classroom

It's back to school time again and this year looks NOTHING like we have ever seen before. As summer comes to a close teachers are preparing for that big first day of school. Only this year, for many of us, it's going to be in a virtual classroom. If you are going back to school in-person chances are you will still be doing some sort of remote learning in the future. Or perhaps your instruction is a hybrid of in-person teaching and distance learning. But one thing we know is true, no matter where you or your students are learning from, those first few weeks of school are crucial for community and relationship building. Lucky for us, many of the beginning of the year activities you know and love can be done in a virtual classroom! Check out Matt Miller's Ditch That Textbook blog where he has curated over [50 back to school activities for the remote learning classroom](#). He also recently shared [10 Ways to Teach Problem Solving](#) using the Global Problem Solvers series.

Celebrating Mighty Women

As an artist committed to the empowerment of girls and women, [Kimothy Joy](#) found herself pouring through biographies of mighty women following the 2016 election. Hoping to learn from their experiences persisting in the face of daunting circumstances, Kimothy turned to art and created a series of watercolor portraits bringing these incredible women to life. Recently, she collected 50 of these bold portraits in a new book, [That's What She Said: Wise Words from Influential Women](#), each one paired with an inspirational hand-lettered quote and a short biography that captures how that woman changed the world. At the book's end, there's also a space to add a tribute and short profile about an influential woman in your own life, making it an empowering gift for a special girl or woman. Kimothy has generously offered four of her [That's What She Said](#) art prints for [free download by the A Mighty Girl community](#). Whether for a bedroom, classroom, or office, these beautiful and inspiring portraits are a perfect choice to uplift any girl or woman!

Margaret Chase Smith Library - Virtual Maine Town Meeting

Due to the new normal for functioning in the COVID-19 pandemic era, the Margaret Chase Smith Library was pleased to hold the annual Maine Town Meeting virtually. History Professor Liam Riordan from the University of Maine shared his expertise regarding Maine's origins as a state. Riordan asked, "[How do we remember and think about the past?](#)" The state's bicentennial gives us this opportunity to spend more time reflecting about the history of Maine.

Thank you for subscribing and have a great day!

Joe Schmidt (Pronouns: *he/him/his*)
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joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:20 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 10/7

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
Director of Curriculum, Instruction, and Assessment
Regional School Unit #34
576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
Jon.Doty@rsu34.org

--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, October 7, 2020 07:27
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 10/7

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

United State Senate Youth Program

The United States Senate Youth Program (USSYP) is pleased to announce that the state departments of education nationwide have begun their annual selection processes. Two Maine students will be selected to attend the online Washington Week program March 14-18, 2021 and each will receive a \$10,000 undergraduate college scholarship. **This year the application process will be completely online** with each high school principal able to nominate one student from their high school to be considered.

Students must submit their application and signed nomination via email no later than **11:59pm on December 4, 2020**. All required forms, requirements, and additional information can also be found at [Maine Social Studies DOE Website](#). More about the program can be found on the [National USSYP website](#).

The USSYP was created by Senate Resolution 324 in 1962 as stated in supporting Senate testimony from that year, "to increase young Americans' understanding of the interrelationship of the three branches of government, the caliber and responsibilities of federally elected and appointed officials, and the vital importance of democratic decision making not only for America but for people around the world."

Each year, this extremely competitive merit-based program brings 104 of America's brightest high school juniors and seniors from every state, the District of Columbia, and the Department of Defense Education Activity, to Washington, D.C. for an intensive week-long study of the federal government and its leaders. The state departments of education throughout the country select the students through a rigorous nomination and selection process. Each of the 104 student delegates will also receive a \$10,000 undergraduate college scholarship, with encouragement to continue coursework in history, government and public affairs. The Hearst Foundations have fully funded and administered the program since inception; as stipulated in S. Res. 324, no government funds are utilized.

*****MDOE Social Studies Experts Series*****

Continuing the work I started this past spring, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us this fall:

- **Teaching the Election with iCivics - Webinar for Maine Educators**

- Join iCivics on **Tuesday, October 13 at 3pm ET** as they talk about “how to” teach the election as well as provide resources to support you and your students. [Please register in advance using this link.](#)
- **Teaching Social Justice with the Maine Learning Results for Social Studies**
 - Join Beth Ratway (American Institute for Research) on **October 20 at 3pm ET** as she talks about how the Maine Learning Results for Social Studies can be used to teach about social justice issues in your classrooms. What connections can be made between the standards and what is going on in the world around your students? [Register today and join us on October 20.](#)
- **Accelerating Learning through High Leverage Practices in Social Studies**
 - Join NCSS President Stef Wager (Iowa DOE Social Studies Specialist) on **November 10 at 3pm ET** as she talks about all things “best” in the world of social studies education today. What are high leverage practices? What do these look like in social studies? This session will provide an overview of why using high leverage practices can accelerate student learning and provide strategies for using these practices in your own social studies classroom. [Join us for this open conversation about the state of social studies by registering today!](#)

*****Maine Teacher Leader Webinar Series**

Join Neal Young (MSAD 49) on **Tuesday, October 27 at 3:30pm ET** as he talks about “The Electoral College and Maine’s Role in It”. In this webinar Neal will talk about the upcoming election while focusing on the electoral college and the role that Maine’s congressional district model approach can play in an election. Pros and cons of the electoral college and how previous elections may have played out differently. [You must register in advance in order to receive the Zoom meeting link.](#)

*****MDOE Social Studies Office Hours**

In order to continue to support educators throughout Maine, I will resume having open office hours for anyone wishing to “stop by” and ask questions of me or chat with anyone who attends. These sessions do not have an agenda or a formal presentation, but rather are meant as an opportunity to connect with myself and other interested social studies educators. Please use the links below to register for the October session.

- Wednesday, October 21 - 3:00pm ET - [Register here.](#)

After registering, you will receive a confirmation email containing information about joining the meeting.

Updated Maine DOE Social Studies Resource Pages

In order to meet the needs of the field, there have been updates and additions to the [Maine DOE Social Studies resources page](#).

- *****A new page has been created to support educators and students as they have [Courageous Conversations about Contentious Topics](#). The page includes**

presentations, webinars, best practices, resources, and other tools to use to help make sure that students are able to participate in needed conversations.***

- Additional resources have been added to the [Election 2020 & General Election Resources page](#). Check it out as you plan for teaching the election this fall.
- A new page for supporting [Diversity, Equity, and Inclusion](#) is currently in draft format and will be made public as soon as possible. Starting this fall, resources will be made available for educators and districts to support Diversity, Equity, and Inclusion by providing classroom materials, curriculum review resources, and ways for educators and students to reflect about their own work.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Bicentennial Curriculum Initiative; An Opportunity 200 Years in the Making

The Maine Department of Education (DOE), in collaboration with the Maine Bicentennial Commission ([maine200.org](#)) and the [Maine Historical Society](#) has launched an online resource designed to help Maine teachers integrate Maine’s Bicentennial into their classrooms. The Bicentennial Curriculum Initiative enables educators to share their own lesson plans, download lesson plans created by other Maine teachers, and access new curriculum resources and primary documents related to Maine, its history, and culture. This Initiative is supported by funding from Jane’s Trust and the Maine Bicentennial Commission.

To submit a lesson plan, educators can visit [mainememory.net/lessons/submit](#) to complete a simple submission template, and then upload additional resources. Once uploaded, lesson submissions will be reviewed for completeness and then placed on the Bicentennial Curriculum Initiative web page, where other educators from across the state can access them. **Educators who participate by sharing resources will have their names entered into a random monthly drawing (February 2020 – December 2020) for \$400 in cash for use in their classrooms. Participants for this program are intended to be public and private school educators for grades pre-k to 12, Career and Technical Educators, Adult Education Instructors, and Post-Secondary Instructors.** For more information or to ask questions about the process, please contact Kathleen Neumann kneumann@mainehistory.org.

Social Studies Opportunities

***MCSS 2020 Virtual Conference: “Continuity and Change”

The Maine Council for the Social Studies has worked to maintain their annual conference, but in a different format to address CDC restrictions and improve accessibility and flexibility for our

members! Mark your calendars NOW! The first Thursday of each month through June will feature a Webinar led by an expert in the field of Social Studies Education. Each Webinar will be followed on either the Monday or the Tuesday after with an online meeting through Zoom led by Education experts to facilitate discussion of application of learning from that month's Webinar to the classroom as well as give teachers the opportunity to connect and network with their colleagues. The Webinars will be held from 7-8pm.

The best news of all... The 2020 Virtual Conference is FREE to current members! Each Webinar will be archived and available to you, as a member, on-demand simply by logging into our website with your membership info and password. So even if you can't make the Webinar in person, you can view it anytime. The Webinars and Teacher Application Zoom Sessions amount to 2 hours of free Professional Development each month and 16 hours for the whole year! MCSS will offer Contact Hour certificates to participants who attend Webinars and Teacher Application Zoom Sessions. Did I mention, this is FREE for current members?!?!?

The 2020 Virtual Conference will kick-off on **Thursday November 5 from 7-8pm** with their keynote Webinar led by Libby Bischoff Professor of History and Executive Director of the Osher Map Library at the University of Southern Maine. Libby will be discussing the Bicentennial of Maine's Statehood. This keynote Webinar will be followed by a Teacher Application Zoom Session on Monday November 9 led by MCSS Board members and expert educators Adam Schmitt, Assistant Professor and Social Studies Educator at USM and Nicole Rancourt, Program Officer at the Maine Humanities Council. The Keynote Webinar in November will be followed in later months by presentations from Renee Keul on using the resources from the Osher Map Library in the classroom, Andy Mink from the National Humanities Council on Making Voices heard using the Humanities in Class Digital Library, and Maine DOE Social Studies Specialist Joe Schmidt on Contentious Issues in the Classroom among others! The 2020 Virtual Conference is for members only. You can renew or become a member for the low price of \$25 (or \$10 for pre-service teachers or educators 55 and older). If your membership is not current (for many folks, membership ran out in July) or you are not a member and would like to become one, go here to join or renew today:

<https://mainecouncilsocialstudies.org/join.php>

Keynote Webinar Registration

Registration each month is necessary to attend each monthly Webinar. So now is the time to register for the Keynote Webinar with Libby Bischoff (as long as you are a current MCSS member). Registration for this special event is limited to the first 100 participants to register.

When: Nov 5, 2020 07:00 PM Eastern Time (US and Canada)

Topic: Libby Bischoff and Maine's Bicentennial

Register in advance for this webinar here:

https://us02web.zoom.us/webinar/register/WN_ItJon8cBRrK5zSYHehR9hg

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved). No registration is necessary to participate in the Teacher Application Zoom Session on November 9 from 7-8pm.

Maine Council for the Social Studies - Board Openings

The Maine Council for the Social Studies Board has 3 openings. If you have time to meet up to 3-4 hours per month and would love to take on a leadership role in promoting social studies and supporting social studies educators in the state, please fill out the application. They encourage

applications from candidates with diverse backgrounds, particularly those from historically underrepresented groups, whose professional and personal experiences can help the MCSS work toward realizing our goals of advocating for social studies education and providing a variety of professional services to Maine social studies educators. **Applications close November 30 and new members begin January 1.** [Apply to become a member of their Board today!](#)

Maine Council for the Social Studies Mentor-Mentee Program Initiative

Are you a young Social Studies educator just getting started? Are you a veteran teacher with a lot of advice to offer? As one of the goals of Maine Council for the Social Studies (MCSS) is helping Maine social studies teachers build professional relationships with other teachers across the state, they are excited to announce the MCSS Mentoring Program.

Through this program, Maine teachers can sign up to serve as mentors to new and early career social studies teachers, to request a mentor to help develop their skills, or to establish a professional development partnership with another teacher in order to explore identified areas of interest and/or growth. If you are interested in a “pen-pal” of sorts to talk Social Studies education with, [please fill out and submit the form for this opportunity.](#)

Osher Map Library Update

The K-12 education team at Osher Map Library & Smith Center for Cartographic Education at USM is committed to providing high quality and relevant learning experiences and resources that support the curricula of Maine teachers. Since the pandemic has made their traditional indoor field trips unsafe for the time being, they are hard at work creating virtual field trip experiences that can be done remotely and in the classroom. Their goal has been to make these experiences highly interactive and fun for students in addition to being educational. Teachers can choose between: an interactive virtual field trip conducted synchronously online (more information at www.oshermaps.org/teach/visits/themes); or, for teachers local to the Portland area, an in-classroom experience with borrowed high-quality map reproductions and a variety of activity options from scavenger hunts to primary source analysis activities (more information at www.oshermaps.org/teach/visits/map-sets). Please consider helping them make experiences compatible with teacher needs by filling out a short survey at www.oshermaps.org/teach/survey. They are also seeking classroom teachers who are willing to serve on an advisory committee for a modest stipend. Meetings would take place over zoom and no more than four times a year. For more information, or to arrange a virtual field trip, please email Renee Keul at renee.keul@maine.edu.

***First Persons: The Wabanaki Peoples of Maine

In advance of Maine’s marking of Indigenous Peoples’ Day, the University of Maine Alumni Association will host a virtual panel elevating Wabanaki voices.

Representatives of the Penobscot Nation and the Passamaquoddy Tribe, including Maulian Dana and Sherri Mitchell, both UMaine alumni, and Bridgid Neptune, will speak on the “First Persons: The Wabanaki Peoples of Maine” panel at **11 a.m. on Thursday, Oct. 8.**

Donna Loring, also a UMaine graduate and the Senior Advisor on Tribal Affairs for Governor Janet Mills, will moderate as participants share their perspectives on the history of the region's original inhabitants, as well as the public policy, social and cultural issues that Native Americans continue to work on. Pre-registration is required and [can be completed here](#).

*****Upstander Project presents the Emmy Award winning film DAWNLAND and DEAR GEORGINA + a live Q & A**

Join the [Upstander Project](#) and [Boston Athenaeum](#) at **8:00pm ET on Monday, October 12** as they honor Indigenous Peoples' Day with a showing of two films.

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official “truth and reconciliation commission” in the United States begins a historic investigation. DAWNLAND goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations.

In DEAR GEORGINA a Passamaquoddy elder journeys into an unclear past to better understand herself and her cultural heritage. Join filmmaker Adam Mazo, producer N. Bruce Duthu (Houma), film participant Sandy White Hawk (Sicangu Lakota), educator and linguist Roger Paul (Passamaquoddy), and Akomawt Educational Initiative founding member endawnis Spears (Diné, Ojibwe, Chickasaw, Choctaw) for a live Q & A after the films. [Learn more and register on their website](#).

Diversity Foundations for High School from EVERFI

Curious about teaching topics on diversity, equity and inclusion to students but not sure how? EVERFI can meet your needs in these changing times. [Diversity Foundations for High School](#) introduces learners to key concepts of identity, bias, power, privilege and oppression. This digital resource establishes the importance of ally behavior, self-care, and creating inclusive spaces. The 5 mobile-friendly digital lessons can easily be integrated into any instructional setting all at no cost. Along with the digital content, teachers enjoy automatically graded assessments in real-time and extension activities such as a facilitator's guide with suggested lesson plans and this [anti-racism guide](#) with recommended books and podcasts. Get started on your own at everfi.com/newteacher or reach out to Kayla Boyer, EVERFI Schools Manager in Maine at kboyer@everfi.com to assist with your questions.

Leeke-Shaw Lecture on International Affairs

At Easter time in 1949, Senator Margaret Chase Smith gave a radio speech over the Mutual Broadcasting System expressing regret “that so few women have been chosen to participate in the United Nations.” In the aftermath of two World Wars, she went on to assert that: “Wars are man-made. Peace could be partially woman-made.” The 2020 Leeke-Shaw Lecture on International Affairs will examine the role of women in global issues seventy years later. Co-sponsored by the Mid Maine Global Forum, the event will be held via Zoom on **Thursday, October 22nd**, beginning at noon. [Learn more and register using this form](#).

Maine Humanities Council: Discussion Project

The Maine Humanities Council is excited to offer this flexible opportunity to host a text-based discussion program that meets the needs of your own community, whether you are working independently or as part of an organization.

- Work closely with MHC staff to bring your discussion project to life, whether you use an MHC-prepared plan or create your own.
- Participate in a group orientation / skill-share with others working to create vibrant text-based discussions in their communities.
- MHC provides a facilitator, provides or covers costs for materials, and offers other support as needed.

[They will be holding online info sessions](#) – so you can meet them, learn a little more about what they do, ask questions, and meet some of the other amazing people developing discussions and projects around Maine. **Applications due: October 16, 2020**

- [View guidelines](#)
- [Reading lists](#)
- [Reading lists for public libraries only](#)
- [Apply](#)
- Application review by a panel of MHC staff

Notifications will be made starting November 2, 2020

Celebrating Global Education

October 24, 2020 is the 75th anniversary of the founding of the United Nations, and 2021 will also be the 75th anniversary of the Fulbright Program! What a perfect opportunity to focus on a segment of our alumni and friends who have been recipients of awards that target support of global education, distinguished achievement in the realm of teaching, and international teacher exchange, such as [Distinguished Awards in Teaching \(DAT\)](#), [Teachers for Global Classrooms](#), and [English Teaching Assistant \(ETA\)](#).

The **Oct. 24 virtual event will take place from 9:30-11:30am** and feature an informational session and overview provided by Outreach & Recruitment of the Institute of International Education (IIE) and the International Research and Exchanges Board (IREX), Washington, DC., of the types of Fulbright awards that are available to U.S. teachers of early, secondary, and higher education. A panel of recently returned alumni will address the value and impact of their awards. Additionally, a panel of representatives from area colleges will discuss global teacher exchange programs at their respective institutions. [Check out their website for more information and to register.](#)

***Free iCivics Webinars (Besides the Maine focused one above)

TODAY, October 7 (12pm ET) Leaning In: Teaching Elections and Controversial Issues - iCivics and Vote by Design will host a moderated conversation aimed at empowering teachers, students, and families to learn about the 2020 election and controversial issues in a non-partisan way. [Check out their website for more information or to register.](#)

Thursday, October 22 (5pm ET) Tips for Remote Teaching in a Time of Controversy - Teaching controversial topics helps students develop valuable skills for life and active citizenship. Build your confidence in this area and learn about iCivics' new teaching controversial topics professional development tools during this Share My Lesson webinar. [Check out their website for more information or to register.](#)

iCivics Educator Network

Do you teach about Civics and Government? Are you looking for more professional learning opportunities and support from colleagues across the country who are facing the same challenges as you? If so, then I encourage you to [apply to become part of the iCivics Educator Network](#). I have served on a variety of educator leadership opportunities with iCivics for the past eight years and it has been a life changing experience for me as a professional! Please take a moment to complete the application survey before **October 26** and if selected, you won't regret it! Those selected to join the iCivics Educator Network will be notified in January 2021. If selected, you will get to connect with amazing educators from around the country and I might even see you in a webinar or two as I led a series of webinars for iCivics last spring.

*****The Impact of Political Polarization on Teaching**

The combination of remote learning blurring the lines between classroom and home, and the hyper polarized political climate is raising more and more concerns for classroom teachers as they navigate relevant, timely and often controversial topics with their students. On **Thursday, October 8 (7:00pm ET)** join a group of civic scholars and educators as they engage in conversation around some of the issues pressing on teachers this school year. [Learn more and register on their website.](#)

*****First Five Now: 'Raise Your Voice'**

First Five Now (Hosted by the Freedom Foundation) presents a panel discussion centered around the new documentary, "Raise Your Voice," which follows the student journalists at Marjory Stoneman Douglas High School navigating their school's mass shooting as both survivors and journalists. The documentary explores youth free speech history in America, connecting the Parkland, Fla., students to a broader story about young voices and their power through social movements. [Register for the Thursday, October 8 \(3pm ET\) event](#) and get a chance to view the "Raise Your Voice" film for free.

*****Making it Work: Strategies for Effective Holocaust Instruction Online (Free Webinar)**

As many schools continue digital learning in the fall, Echoes & Reflections is here to support teachers with their Holocaust planning and instruction – no matter the environment. How can we best address this difficult history in a safe and standards-aligned manner and ensure the social-emotional well-being of students while at a distance? In this webinar, (**Wednesday, October 14 at 4pm ET**) participants will explore and discuss the application of Echoes & Reflections principles of pedagogy, adapted for online learning. Participants will have the opportunity to examine their experiences teaching online – the successes and challenges - and will discover best practices to support students' learning during the upcoming school year. [Learn more and register on their website.](#)

Next Gen Personal Finance - FREE Webinars

Are you looking to brush up on your content knowledge, find support for personal finance activities, and hear from other teachers on how they use Next Gen Personal Finance (NGPF) resources? Join Next Gen Personal Finance for their [online professional development!](#)

NGPF will continue to provide you with engaging PD that builds your content knowledge, fosters collaboration and provides you with resources that you can implement with your students. They will continue to listen to what you are telling us on how best to support your work during these uncertain times. As an added bonus this year, in addition to that awesome NGPF swag, you will also receive Amazon gift cards as you complete 10 hour increments of PD [To learn more about NGPF Academy for 2020-21, follow the link here.](#)

FREE Articles from The Geography Teacher Journal

The Geography Teacher is proud to announce that their Special Issue (Vol 13, Iss 3, 2016) “[Support for Teachers During a Challenging Electoral Season](#)” is now freely available through the end of November. With the election just weeks away, the National Council for Geographic Education and Taylor & Francis are offering this issue to download for free to assist teachers with lesson planning during this election. This issue is still relevant four years later, and it should ignite collaborative discussion in and out of the classroom.

Civics in Real Life: Resources for Virtual Instruction

Some of the most difficult topics for educators to address in the classroom are current events. How do we approach current events in a way that connects to our content while also allowing opportunities for both discussion and engagement? This FREE webinar on **October 15 at 5:00pm ET**, will share virtual resources that can be used to address current events from a civics lens. The Lou Frey Institute will discuss its [Civics in Real Life series](#), a weekly series which uses civics concepts to explore current events in a one page, student friendly, image rich text. This includes hyperlinks to related content and a closing activity that encourages reflection and engagement. [Check out their website to learn more and to register.](#)

Fall News Literacy Professional Development Series

Join the News Literacy Project every Tuesday in October at 5:00pm for this FREE four-part professional development series and hone your skills in helping students make sense of news and other types of information. [Check out their website to learn more about each of the four webinars and to register.](#)

New Hampshire Institute for Civics Education - Webinar Series

This fall the New Hampshire Institute for Civics Education hosting a series of webinars related to civics education:

- Civics in the Middle: Engaging Student Voice For Inquiry to Informed Action - **October 15** from 4:00-5:30pm ET. [Learn more and register on the event website.](#) (Featuring my friend and colleague Mary Ellen Daneels who joined us for a webinar this spring titled [What Kind of Citizen in a Pandemic and Beyond?](#))
- Democracy in Action in Elementary School: How to Infuse Principles of Democracy in Everyday Teaching and Learning - **October 22** from 4:00-5:30pm ET. [Learn more and register on the event website.](#)
- Authentic Engagement: Community Connections in Legal Education - **October 27** from 4:00-5:30pm ET. [Learn more and register on the event website.](#)
- Is Civic Learning a Constitutional Right? - **October 29** from 4:00-5:15pm ET. [Learn more and register on the event website.](#)

A Time for Action: Centering Equity through Responsive, Transformative, Healing Literacy Instruction (Free Webinars)

The WRITE Center at UC-Irvine is offering a series of free webinars this fall that social studies educators might find helpful. You can learn more about each session or register for as many of the webinars listed below [by visiting their website](#).

- Sam Wineburg: Discussing Argument Writing in the History Classroom (**Wednesday, 10/28 - 6:30-8:00pm ET**)

National Archives & Presidential Libraries Webinar Series

The National Archives and Presidential Libraries invite students and educators to join them as part of their free series from the Presidential Primary Sources Project. [Check out their registration form](#) to sign up for any/all of the webinars.

- Red Scare, Spies Among Us? (Oct. 8th)
- Bootleggers, Flappers, and Gangsters- Prohibition (Oct. 13th)
- Sacrifices on the WWII Home Front (Oct. 15th)
- Truman's life through objects (Oct. 27th)
- Eisenhower Foundation: Attic Artifacts (Oct. 29th)

Free Webinars from InquirED

Join InquirED for free webinars throughout the fall related to best practices in K-12 social studies curriculum, instruction, and professional learning. [Register for their sessions by checking out their website](#). Upcoming sessions include:

- Culturally Responsive Social Studies (10/14)
- Social Studies Projects (11/11)
- Inquiry in Elementary Social Studies (12/9)

Student Competitions & Opportunities

***The Billy Michal Student Leadership Award Now Open For Nominations

The [Billy Michal Student Leadership Award](#) is given annually to one student from each state and the District of Columbia who demonstrates the American Spirit in his or her community. [Nominate students on their website by February 15](#). Nominees (Grades 8-12) should have a strong record of volunteerism, school and/or community activism, or implementing creative solutions to recognized problems. Selected awardees will engage in a virtual leadership program during the week of June 7–11, as well as participate in the Museum's American Spirit Awards Luncheon and Leadership Forum on June 18, 2021.

Civil Conversation Challenge

Four years ago the New York Times ran an experiment they called their [Civil Conversation Challenge](#). They invited teenagers to come to their site and, via the comments section, have

productive and respectful conversations around some of the issues at the center of that year's election — [immigration](#), [gun control](#), [climate change](#), [race and gender](#), and [more](#). We [loved the results](#).

By popular request, the New York Times is bringing it back for 2020, this time with some new features. Their overall focus, though, will be the same: What we'll be looking for are not so much excellent posts by individual students, but civil, productive discussions between students. Sometime after the contest ends, they will be calling out favorite conversations and notable individual and school participation, [just as they did in 2016](#). This year the contest runs from **September 22-October 30**. [Check out their website to learn more](#).

Yale Young Global Scholars Program

The Yale Young Global Scholars (YYGS) application is now open. Students in grades 10 or 11 (or international equivalent) from all around the world are encouraged to apply! YYGS invites eligible students to join them this coming July to experience life as a university student at Yale while attending an academic session of their choosing. You can [learn more here](#) or [apply here](#).

Youth Voices: A Student Town Hall on the 2020 Election

With 2020 being an election year, there are many topics and questions on the minds of our social studies students as they engage in civic life. Moderated by NCSS President, Stefanie Wager and New York Times–bestselling author, Kenneth C. Davis, join NCSS (**Oct. 20 - 7pm ET**) in its first virtual Town Hall to hear directly from a panel of students on the subjects of citizenship, the election process, and civics. [Check out their website for more information, to register, and to get your students involved](#).

Articles Related to Distance/Blended Learning

Key Solutions to Distance Learning are Emerging

As schools continue to tweak their remote learning strategies, but some common solutions are emerging, according to [a study from Bellwether Education Partners and Teach For America](#) examining lessons learned by 12 district and charter schools that could allow for sustained and improving learning during school closures. [Learn more in this newsbrief from Education Dive](#).

Museums Virtual Programs database

With children and learners everywhere out of school for the foreseeable future, museums across the continent have come together to share their distance learning with you. [This repository contains 1,000+ resources or experiences](#), representing museum sites across the United States and in Canada and Mexico.

Research Article

***Civics Education has Bi-Partisan Support

New research shows that the public overwhelmingly agrees that our country needs K-12 civic education. It's more than popular. It's more than bipartisan. Americans from all political stripes think civic education will have a more positive impact on strengthening our national common identity than all the other reforms tested. [Check out the infographic from CivXNow](#) that summarizes the research or [read an interview with the researcher](#).

Social Studies Instruction & Reading Comprehension

To get better readers, elementary schools should spend more time on social studies. That's one recommendation from [a new study](#) that looked at whether more time spent on various elementary school subjects was linked to improved reading ability. Social studies, the authors found, was the only one where extra time made a clear difference. The study, published Thursday by the conservative-leaning Thomas B. Fordham Institute, pushes for a greater emphasis on building elementary students' knowledge of history, civics, and geography. It also argues against the popular notion that young children first learn to read and then read to learn — asserting, as some researchers have for decades, that children can do both at the same time. [Learn more by reading the entire news article here](#) or check out the [entire research summary paper here](#).

Informational Article

Strategies for Engaging in Productive Classroom Discussions

[In this video](#), Professor Allison Fredette from Appalachian State University presents a "how to" that includes some specific strategies for engaging in successful dialogues and classroom discussions. Her specific pedagogical recommendations begin around the eleven minute mark.

*****Weekly Technology & Resource Spotlight**

Indigenous People's Day

Indigenous Peoples' Day is celebrated across the United States on the second Monday in October, this year the holiday will be celebrated on October 12th. The collection of resources available on the [Maine Native American Resources](#) page continues to grow. These resources include robust historical and cultural information that honor Native Americans, as well as resources that will help guide discussions about Indigenous Peoples and Native American Culture, including [how to celebrate Indigenous Peoples' Day](#) in and outside of the classroom.

Electoral Elementary

This [short six-episode podcast series](#) follows a sometimes meddlesome 10-year-old named Gloria Martinez as she tries to fix a glaring problem at her elementary school -- they currently lack a properly protected crosswalk. After realizing the only way to bring about real world change is to take democracy into her own hands, Gloria decides to make a run for student body president. To accompany her on her legislative voyage, the soon-to-be candidate's civic gurus are a politically-cartooned elephant and donkey who emerge from her textbook. These hammy characters turn stale statecraft into dazzling song and dance as they explore the ins and outs of public policy. The journey will follow Gloria through a 5th-grade primary, a general school-wide

election, setting up a trustworthy administration, trying to pass new rules and programs, and a few bureaucratic hiccups along the way.

Margaret Chase Smith Library: Virtual Field Trip and Lesson Plans

Even though the Margaret Chase Smith Library was unable to welcome guests, this turned out to be a very busy summer at the Library. The main project was to create virtual educational content, since onsite field trips are not likely to be possible anytime soon. John Taylor and Kim Nelson prepared online exhibits, escape rooms, lesson plans, and a virtual field trip. They can be viewed at: <http://www.mcslibrary.org/lesson-plans>

Government Source and Publisher wanting feedback

[Building Democracy for All](#) is available for use and has many learning pathways that allows for educators to create choice boards or to copy the pathway to your Google account and provide it for your students including Election 2020, Current Events, Student Rights, and many others around Building Democracy For All. The publishers have included a request for feedback regarding their live links and media literacy resources and activities.

Thank you for subscribing and as always, do not hesitate to reach out if there is anything that I can do to support you.

Take care of yourself and others!

Joe Schmidt (Pronouns: *he/him/his*)
Acting Coordinator of Secondary Education
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23 State House Station
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[DOE Website](#) | [DOE Social Studies Home](#) | [DOE Social Studies Listserv](#)
joe.schmidt@maine.gov

From: Jon Doty
Sent: Wednesday, May 5, 2021 7:20 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 11/11

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

--

Jon Doty, Ed.D.
(he/him/his)
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576 Stillwater Avenue
Old Town, ME 04468
Phone (207) 827-3932, Fax (207) 827-3926
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--

RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, November 11, 2020 07:14
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 11/11

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

United State Senate Youth Program

The United States Senate Youth Program (USSYP) is pleased to announce that the state departments of education nationwide have begun their annual selection processes. Two Maine students will be selected to attend the online Washington Week program March 14-18, 2021 and each will receive a \$10,000 undergraduate college scholarship. **This year the application process will be completely online** with each high school principal able to nominate one student from their high school to be considered.

Students must submit their application and signed nomination via email no later than **11:59pm on December 4, 2020**. All required forms, requirements, and additional information can also be found at [Maine Social Studies DOE Website](#). More about the program can be found on the [National USSYP website](#).

The USSYP was created by Senate Resolution 324 in 1962 as stated in supporting Senate testimony from that year, "to increase young Americans' understanding of the interrelationship of the three branches of government, the caliber and responsibilities of federally elected and appointed officials, and the vital importance of democratic decision making not only for America but for people around the world."

Each year, this extremely competitive merit-based program brings 104 of America's brightest high school juniors and seniors from every state, the District of Columbia, and the Department of Defense Education Activity, to Washington, D.C. for an intensive week-long study of the federal government and its leaders. The state departments of education throughout the country select the students through a rigorous nomination and selection process. Each of the 104 student delegates will also receive a \$10,000 undergraduate college scholarship, with encouragement to continue coursework in history, government and public affairs. The Hearst Foundations have fully funded and administered the program since inception; as stipulated in S. Res. 324, no government funds are utilized.

*****MDOE Social Studies Experts Series*****

Continuing the work I started this past spring, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in the coming months:

- **Teaching Maine Slavery with Primary Sources**

- Join the Maine Department of Education and the Maine State Museum on **Monday, November 30 at 11:00am ET** for a webinar with Dr. Kate McMahon, Museum Specialist at the Center for the Study of Global Slavery, National Museum of African American History & Culture, Smithsonian Institution. A Maine native, Dr. McMahon's work explores the complex and often overlooked connections between northern New England and the slave trade, as well as how Africans and African Americans resisted slavery and racism. This free webinar features a presentation by Dr. McMahon as well as a ready-for-the-classroom packet of primary source teaching materials from the Maine State Museum. Contact hours will be provided for those who attend live and the session will be recorded for those who would like to watch at a later time. [Click here to register.](#)
- **Using Civics + History as a Path Forward for Teaching Social Justice**
 - Join Amber Coleman-Mortley (iCivics & CivXNow) on **Tuesday, December 8 at 3:00pm ET** as she discusses how to approach the teaching of Civics and History as a way to introduce and reinforce social justice concepts with your students. Contact hours will be provided for those who attend live and the session will be recorded for those who would like to watch at a later time. [Click here to register.](#)
- **How We Argue: A Webinar with Harvard Fellow Nate Otey**
 - How do we argue today? Too often when discussing current issues, students rely on unsubstantiated facts or emotional appeals, rather than evidence and reasoning. Many teachers find class discussions to be unfocused, shallow, or frustrating - or avoid them altogether. On **Tuesday, December 15 (3:00pm ET)** this webinar will introduce **argument mapping**: a simple, powerful tool for engaging students in rigorous analysis with precision and care. [Research](#) from top universities shows that mapping significantly improves students' critical thinking skills. Participants will leave this webinar with resources to make students' writing more precise and class discussions more constructive. Contact hours will be provided for those who attend live and the session will be recorded for those who would like to watch at a later time. [Click here to register.](#)

***MDOE Social Studies Office Hours

In order to continue to support educators throughout Maine, I will resume having open office hours for anyone wishing to "stop by" and ask questions of me or chat with anyone who attends. These sessions do not have an agenda or a formal presentation, but rather are meant as an opportunity to connect with myself and other interested social studies educators. [Use this link to register for the November session](#) which will take place on **November 19 at 3:30pm**. After registering, you will receive a confirmation email containing information about joining the meeting.

In Search of More Equitable Grading: A Multi-Discipline Study

Maine DOE is hosting a text-based study of Joe Feldman's [Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms](#). We began in June with English

teachers (and a few others) and now we are hoping to include English, math, science, and social studies teachers in middle and high school grades. Administrators are also encouraged to join as well.

Why this? Why now?

- Fair and unbiased grading practices in our current situation can be quite challenging. Feldman's approach includes an understanding of historical practices and actionable steps for how to make necessary changes.
- Many of us are unconsciously or inadvertently using grading practices that are biased toward some students or against others.
- Some historical approaches to calculating grades are mathematically inaccurate or don't represent the learning we are trying to represent with a grade.
- Motivation is a huge question with many of us – now and always. Grading practices can be discouraging or they can be motivating toward a growth mindset.
- This is a “grass-roots” movement. A teacher suggested the text during the spring PD series. Teachers designed and facilitated each session and teachers will design and facilitate each session in the next round.
- During the summer study, we asked teachers to commit to making one change in their own classrooms, and identify one change that would be needed to support systemic change. It's time for us to take a more systemic approach.

How it will work:

- Study will begin the week after Thanksgiving with specific days and times determined by the teacher facilitators.
- There will be no more than one session a week and no fewer than one every two weeks.
- Study will begin with historical practice and exploration of beliefs, both personal and systemic. Study will continue with “pillar” specific strategies:
 - Grading that is accurate
 - Grading that is bias-resistant
 - Grading that is motivational

How do you participate?

- [REGISTER HERE](#)
 - The first 100 to register will get the book mailed to them.
 - Teams are encouraged to register- perhaps a representative from each of the target content areas?
 - Session preparation will be sent at least a week ahead. Reading assignments will likely be about 25 pages at a time.

If you have any questions, please contact me. Morgan.dunton@maine.gov

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Social Studies Opportunities

***2020 Virtual Conference: “Continuity and Change”

On **Thursday, December 3**, join the Maine Council for the Social Studies for their second webinar as part of their 2020 Virtual Conference. At 7:00pm ET the webinar will be led by Renee Keul Cartographic Outreach Coordinator at the Osher Map Library at the University of Southern Maine. Renee will be discussing teaching maps with primary sources.

This Webinar will be followed by a Teacher Application Zoom Session on **Monday December 7** led by MCSS Board members and expert educators Adam Schmitt, Assistant Professor and Social Studies Educator at USM, Nicole Rancourt, Program Officer at the Maine Humanities Council and Michelle Strattard, Teacher at Gray-New Gloucester High School.

The best news of all... The 2020 Virtual Conference is FREE to current members! You can go here now to become a member and see which membership option is right for you:

<https://mainecouncilsocialstudies.org/join.php>

Webinar Registration

To attend this Webinar with Renee Keul from the Osher Map Library register in advance for this webinar here:

https://us02web.zoom.us/webinar/register/WN_ugR2YnZsSjGDMc9q9BkfZQ

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved).

No registration is necessary to participate in the Teacher Application Zoom Session on December 7 from 7-8pm. Simply use this link to participate (you also do NOT have to have attended the webinar on 12/3 to participate in this).

Topic: Teacher Follow-up to Renee Keul Teaching With Maps

Time: Dec 7, 2020 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89767229649?pwd=N2s0K0d3YnJyY0U2LytkTVRqNi9HQT09>

Meeting ID: 897 6722 9649

Passcode: 821938

***Strategies to Teach About Budgeting

Members of the Jump\$tart Personal Finance Board would like to start having monthly zoom conversations with personal finance teachers in Maine beginning Tuesday, Nov 19 at 7:00pm and Thursday, Nov 21 at 4:30 pm. The structure of the hour-long conversation would be topic-focused including breakout rooms for discussion and networking. An online resource would be sent out a week in advance for teachers to preview focused on current teaching trends in budgeting. To participate, please reach out to Brett Shifrin at shifrinb@gouldacademy.org.

***Maine at 200 Series: Pandemics in Wabanaki Communities

TODAY at 6:00pm ET, join James Eric Francis, Sr. (Penobscot), Director of Cultural and Historic Preservation, Penobscot Nation talks with Steve Bromage, Executive Director of Maine Historical Society about how pandemics have affected Wabanaki communities since the first Europeans interacted with Wabanaki people on the shores of what is now known as Maine to today's concerns about COVID-19.

About the speaker: James E. Francis, Sr. is the Penobscot Nation's Tribal Historian and Director of Cultural and Historic Preservation, for which he studies the relationship between Maine

Native Americans and the landscape. Prior to working at the Penobscot Nation, he served with the Wabanaki Studies Commission, helping to implement the new Maine Native American Studies Law into Maine schools, and managed a team of teachers and cultural experts in developing a curriculum. An historical researcher, photographer, filmmaker, and graphic artist, Mr. Francis co-produced a film, *Invisible*, which examines racism experienced by Native Americans in Maine and the Canadian Maritimes. The event is free and open to the public, but [registration is required](#).

*****Slavery in America: The Constitution to Reconstruction (Webinar for Students - TODAY)**

The National Constitution Center brings students from all over the country together for weekly classes on aspects of the Constitution. They call them Scholar Exchanges. These sessions are part lecture and part lively discussion, encouraging civil dialogue, critical thinking, and active listening.

In this week's sessions, join them for a conversation on **Slavery in America: The Constitution to Reconstruction**. Together we will explore the 13th, 14th, and 15th Amendments, and discuss the Reconstruction founders' vision of a "Second Founding" for our nation. They would love to have you and your students join them.

[Session for Middle School](#): Wednesday, Nov. 11 at 12pm ET

[Session for High School](#): Wednesday, Nov. 11 at 2pm ET

You can also [view the full schedule of upcoming Scholar Exchanges](#), including their final November session: Battles for Equality in America.

Teaching About the Middle East

Teaching about the history of and the current situation in the Middle East can prove challenging. Innovative curriculum units from the [Choices Program](#) help teachers guide students to the center of debates on a variety of contested issues in the Middle East, addressing both historical and contemporary issues. The Qatar Foundation International is accepting applications for educators to get access to select Digital Editions licenses from the Choices Program. [Learn more and apply on their website](#).

National Geographic: COVID-19 Remote Learning Emergency Fund for Educators

National Geographic Society is pleased to announce the [COVID-19 Remote Learning Emergency Fund for Educators](#). The fund is an opportunity for teaching professionals, including formal and informal classroom educators, to receive grants to design innovative materials that help their peers effectively teach in remote- or hybrid-learning environments. Individual grants range from \$1,000–8,000. Once developed, the resources will be freely available on our [National Geographic education website](#) to support as many teachers and students as possible.

Please share with your networks and encourage educators to apply at NatGeoEd.org/covidgrants! You can view a PDF summary of the opportunity [here](#). Priority for

this opportunity will be given to educators working in communities that have been particularly hard hit by the pandemic, and who have not previously received National Geographic funding.

Free Webinars from InquirED

Join InquirED for free webinars throughout the fall related to best practices in K-12 social studies curriculum, instruction, and professional learning. [Register for their sessions by checking out their website](#). Upcoming sessions include:

- Social Studies Projects (11/11)
- Inquiry in Elementary Social Studies (12/9)

Student Competitions & Opportunities

***Student Leadership Academy (Scholarships Available)

Immerse yourself in the collection of The National WWII Museum by experiencing seven days of thoughtful inquiry, group activities, and character building at Student Leadership Academy in New Orleans. Join other high school and college students from around the country for this extraordinary summer learning opportunity to study WWII history and leadership at one of the world's top-rated museums. [Learn more and apply on their website](#).

Civics Unplugged Fellowship for HS Students

Civics Unplugged just launched the application for the Civics Unplugged Fellowship 2021—a 6-month civic leadership program that empowers high school students representing every region of the U.S. with the tools, training, and community to reform and rebuild American democracy. The program is entirely free and virtual, and runs from January to July 2021.

[Click here to apply or nominate a young civic superhero](#). **Applications are due Nov 30th**, but CU prioritizes applicants who apply early since Fellowship slots are limited! If you have questions, please contact CU's Chief Program Officer, Nick Delis at nick@civicsunplugged.org.

The Billy Michal Student Leadership Award Now Open For Nominations

The [Billy Michal Student Leadership Award](#) is given annually to one student from each state and the District of Columbia who demonstrates the American Spirit in his or her community.

[Nominate students on their website by February 15](#). Nominees (Grades 8-12) should have a strong record of volunteerism, school and/or community activism, or implementing creative solutions to recognized problems. Selected awardees will engage in a virtual leadership program during the week of June 7–11, as well as participate in the Museum's American Spirit Awards Luncheon and Leadership Forum on June 18, 2021.

Articles Related to Distance/Blended Learning

5 Tips for Creating Top Virtual Classrooms from K-12 Educator Influencers

If you're an educator, your virtual classroom is probably the main place where you are instructing and connecting with students this year. Taking your curriculum and lesson plans from in-person design to the virtual classroom requires planning and intentionality. But you don't have to tackle the challenges of virtual classrooms alone. [Check out these five tips](#) shared by top educator influencers in Southern California (including Peter Paccone who has led multiple webinars for Maine educators this year!) that you can apply in digital learning environments.

Seven High-Impact, Evidence Based Tips for Online Teaching

When online classes exploded in popularity a decade ago, the U.S. Department of Education embarked on an [ambitious project](#): Researchers pored through more than a thousand studies to determine whether students in online classrooms do worse, as well, or better than those receiving face-to-face instruction. They discovered that on average, "students in online learning conditions performed modestly better than those receiving face-to-face instruction." [Learn more in this article from Edutopia](#).

Research Article

Fordham Institute Webinar/Research Follow Up

Following up on their recent [research article about connections between social studies education and literacy scores](#), the Fordham Institute [hosted a webinar](#) to go deeper into their research and discussed the implications in classrooms.

Informational Article

*****Don't Just Teach About Cultures—Teach Culturally**

When teaching and learning about First Nations and tribal communities in Wisconsin and in the United States, we need to expand how we consider providing this instruction to our students. [Learn more in this blog post](#) from my friend and colleague David O'Connor from the Wisconsin Department of Public Instruction.

*****Representation Matters: Strategies for Building an Inclusive Bookshelf**

[This webinar](#) from Lee and Low Books showcases the ways you can work toward building a more inclusive bookshelf in your classroom. You can find [additional resources from the webinar here](#).

*****The Role of Geography in Distributing a COVID-19 Vaccine**

This [video from 60 Minutes](#) (Nov 8th, 2020) is about many things related to the United States government's plan to distribute a vaccine. The "oh so American" name of this is Operation Warp Speed, because clearly time is of the essence. I'm not a medical doctor or a chemist so I don't want to focus on the creation of a vaccine, let's just imagine that a workable vaccine is in place.

What I want you to consider is this: how would you get this vaccine to the American people? This is a logistics problem and it requires a geographic solution. In the video (right around the 1:55 mark), you will see Geographic Information Systems (GIS) being used as key tools to make more informed decisions (notice the variety of data layers being used to jointly understand the process better). As the great geography educator Joseph Manzo said, "Geography cannot solve all of the world's problems; but no problem can be solved without Geography."

*****Weekly Technology & Resource Spotlight**

Veteran's Day

According to the U.S. Department of Veterans Affairs, in November 1919, President Wilson proclaimed November 11 as the first commemoration of Armistice Day with the following words: "To us in America, the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country's service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations..."

The original concept for the celebration was for a day observed with parades and public meetings and a brief suspension of business beginning at 11:00 a.m. The United States Congress officially recognized the end of World War I when it passed a concurrent resolution on June 4, 1926.

An Act (52 Stat. 351; 5 U. S. Code, Sec. 87a) approved May 13, 1938, made the 11th of November in each year a legal holiday—a day to be dedicated to the cause of world peace and to be thereafter celebrated and known as "Armistice Day." Armistice Day was primarily a day set aside to honor veterans of World War I, but in 1954, after World War II had required the greatest mobilization of soldiers, sailors, Marines and airmen in the Nation's history; after American forces had fought aggression in Korea, the 83rd Congress, at the urging of the veterans service organizations, amended the Act of 1938 by striking out the word "Armistice" and inserting in its place the word "Veterans." With the approval of this legislation (Public Law 380) on June 1, 1954, November 11th became a day to honor American veterans of all wars.

Here are a few resources for teaching about Veterans Day in your classroom:

- [U.S. Department of Veterans Affairs](#)
- [National Education Association](#)
- [Children's books about Veterans Day](#)
- [Scholastic](#)
- [PBS](#)
- [Veterans History Project](#)
- [The National Archives](#)
- [Veterans National Education Program](#)
- The [Library of Congress](#) has the [Veteran History Project](#)
- [Korean War Digital History Project](#)
- [PBS Newshour lesson plan](#) on Veterans Day and the Meaning of Sacrifice.
- [U.S. Department of Veterans Affairs](#) - [Activities for Veteran's Day](#)

Smithsonian Learning Lab Collections

Every month, the Smithsonian National Museum of American History publishes [Learning Lab collections](#) filled with social studies and ELA resources that are aligned with elementary, middle, and high school scope and sequence.

This month the collection features:

- [Geography Around Town](#) (Elementary)
- [Rules, Laws, and Government](#) (Elementary)
- [How Does Geography Shape Our Lives](#) (Middle School)
- [Creation and Compromise: The U.S. Constitution](#) (Middle School)
- [The U.S. in the Americas](#) (High School)
- [The U.S. Political System](#) (High School)

They also publish a monthly Learning Lab collection to support a heritage or cultural month (like this [LGBTQIA+ History Month collection](#))

Digital Public Library of America

The DPLA recently launched [BlackWomensSuffrage.org](#). This launch marks the beginning of an important new chapter in the history of DPLA and represents the type of work we are dedicated to doing more of in the future. The collection makes freely accessible nearly 200,000 artifacts, including images, videos, letters, diaries, speeches, maps, diaries, and oral histories, from DPLA's more than 4,000 partner institutions that document the contributions and experiences of Black women during the women's suffrage movement as well as Black women's activism from the 1850s to the 1960s.

Enslavement and Capitalism

The Choices Program at Brown University has released a video series on enslavement and capitalism. [You can view the videos here](#)

As always, thank you for subscribing and do not hesitate to reach out if there is anything that I can do to support you!

Joe Schmidt (Pronouns: *he/him/his*)
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Social Studies Specialist
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joe.schmidt@maine.gov



From: Jon Doty
Sent: Wednesday, May 5, 2021 7:20 AM
To: Margaret Edwards; Emma Bond
Subject: FW: Maine DOE - Social Studies Update 12/9

EXTERNAL MESSAGE:

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Every student deserves to make continuous progress in school.

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(he/him/his)
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RSU #34 Staff – Some quick links for info and forms... <https://goo.gl/SzsdMY>

—

“Every student...” quote above adapted from NAGC 2009

From: mdoe_social_studies-bounces@informe.org <mdoe_social_studies-bounces@informe.org> **On Behalf Of** Schmidt, Joe
Sent: Wednesday, December 9, 2020 07:23
To: MDOE_social_studies@informe.org
Subject: [MDOE_social_studies] Maine DOE - Social Studies Update 12/9

Maine Department of Education: Social Studies Update

This service is designed to keep Maine educators informed about current issues, upcoming opportunities and social studies resources for consideration. Sharing of information does not constitute an endorsement by the Maine DOE. Please do not respond to this message or post messages to the ListServ as this is not a discussion forum. **New announcements each week will be preceded with *** in their title. Note that the Technology & Resource section is new each week.** A collection of prior postings is available on the [Social Studies ListServ Archives page](#).

You can find all of the opportunities and resources shared through this listserv by checking out the [DOE Social Studies professional learning calendar page](#). This is updated weekly. You can also check out my entire catalog of webinars on my [professional learning page](#) and [teacher leader webinar series page](#).

If this email was forwarded to you, click the [Social Studies ListServ Signup page](#) to get future emails. If you have any questions for me or suggested information for the Social Studies Listserv, I can be reached at (207) 624-6828 or joe.schmidt@maine.gov

Announcements

*****MDOE Social Studies Experts Series*****

Continuing the work I started this past spring, I will be welcoming a series of award winning educators, national organizations, and leading researchers in social studies to Maine as part of my Experts Series throughout the upcoming school year. These webinars are free and will be held later in the afternoon to allow for educators to join in. If you are not able to watch live, all of the webinars will be added to my [Professional Learning page](#).

Check out the lineup of educational leaders who will be joining us in this month:

- **How We Argue: A Webinar with Harvard Fellow Nate Otey**
 - How do we argue today? Too often when discussing current issues, students rely on unsubstantiated facts or emotional appeals, rather than evidence and reasoning. Many teachers find class discussions to be unfocused, shallow, or frustrating - or avoid them altogether. On **Tuesday, December 15 (3:00pm ET)** this webinar will introduce **argument mapping**: a simple, powerful tool for engaging students in rigorous analysis with precision and care. [Research](#) from top universities shows that mapping significantly improves students' critical thinking skills. Participants will leave this webinar with resources to make students' writing more precise and class discussions more constructive. Contact hours will be provided for those who attend live and the session will be recorded for those who would like to watch at a later time. [Click here to register](#).

Esri Story Maps Student Competition - Informational Webinar

Esri challenges US students to conduct and share projects about something in their home states. Esri's 2021 ArcGIS US School Competition is open to high school ("HS," gr.9-12) and middle school ("MS," gr.4-8) students in the US who can analyze, interpret, and present data via an ArcGIS StoryMap or web app. Esri offers to all states the chance to participate, with grants to states supporting ten equal prizes of \$100, for the five best HS and five best MS projects in the state. Schools can submit up to five projects to the state, and states submit to Esri up to ten awardees (up to 5 HS, up to 5 MS), with one project each at HS and MS tagged for a final level of competition. And (pending pandemics etc), from across the nation, one HS project and one MS project will each earn a trip to the 2021 Esri Education Conference in San Diego, CA.

This webinar will help teachers prepare their students to enter the competition. It will look at Storymaps, how to create them, and how to make them "winners". This competition is sponsored by the Maine Geographic Alliance and MEGUG. Teachers who enter student projects into the competition will have the opportunity to receive a \$150 stipend from MEGUG. On **Thursday, January 14 at 4pm ET** join Brandi LeRoy, teacher at Bangor High School and advisor of former state winners to find out more about the competition and how to be successful in it. [Registration is required and educators can register here](#). After registering, you will receive a confirmation email containing information about joining the webinar.

MDOE Social Studies Office Hours

In order to continue to support educators throughout Maine, I will host open office hours for anyone wishing to “stop by” and ask questions of me or chat with anyone who attends. These sessions do not have an agenda or a formal presentation, but rather are meant as an opportunity to connect with myself and other interested social studies educators. [Use this link to register](#) for the December session which will take place on **TODAY, December 9 at 3:00pm**. After registering, you will receive a confirmation email containing information about joining the meeting.

Social Studies Professional Learning Page

As COVID-19 impacted our students, educators, and schools, I made sure that teachers were able to receive “just in time” professional development support from a wide variety of experts in education around Maine and the country. Through this work there are almost 100 different webinars and associated resources available for viewing on my [professional learning page](#) and [teacher leader webinar series page](#). There is something for everyone (including elementary sections on both pages) and I encourage you to take advantage of these webinars throughout the summer and look for additional opportunities later this summer.

Maine Students Selected for Civics Unplugged Fellowship

Sally Stokes and Sara St. Clair (both juniors at Maranacook Community High School in Readfield) have been selected for the Civics Unplugged 2021 Fellowship program.

The Civics Unplugged Fellowship is a competitive program for High School students from around the country. This 5-month civic leadership program empowers high school students representing every region of the U.S. with the tools, training, and community to reform and rebuild American democracy. The program is entirely free and virtual, and runs from January to July 2021. Sally will be working and meeting with the Civics Unplugged team and other students from around the US to support civic engagement in their communities and improve American democracy for the future while developing leadership skills. Learn more about the program on [their website](#) and congratulations Sally and Sara!

Social Studies Opportunities

***Song of Myself: Exploring the Language of Protest (Part of the MCSS Virtual Conference Series)

The Maine Council for the Social Studies (MCSS) 2020 Virtual Conference continues on **Thursday January 7 from 7-8pm** with their next Webinar led by Andy Mink Vice President of Education, National Humanities Center. Andy will be discussing teaching about protests using resources from the Humanities in the Class Digital Library. This Webinar will be followed by a Teacher Application Zoom Session on **Monday, January 11** led by MCSS Board members and expert educators Ryan Bernard, Teacher at Lisbon High School, Nicole Rancourt, Program Officer at the Maine Humanities Council and Michelle Strattard, Teacher at Gray-New Gloucester High School.

The best news of all... The 2020 Virtual Conference is FREE to current members! Each

Webinar will be archived and available to you, as a member, on-demand simply by logging into our website with your membership info and password. So even if you can't make the Webinar in person, you can view it anytime. You can renew or become a member for the low price of \$25 (or \$10 for pre-service teachers or educators 55 and older). If your membership is not current (for many folks, membership ran out in July) or you are not a member and would like to become one, go here to join or renew today: <https://mainecouncilsocialstudies.org/join.php>

Registration each month is necessary to attend each monthly Webinar. So now is the time to register for the Webinar with Andy Minkl (as long as you are a current MCSS member). Registration for this special event is limited to the first 100 participants to register.

When: Jan 7, 2021 07:00 PM Eastern Time (US and Canada)

Topic: Song of Myself: Exploring the Language of Protest

Register in advance for this webinar here:

https://us02web.zoom.us/webinar/register/WN_cccGB-RUS1KamGo5C4D5Qw

After registering, you will receive a confirmation email containing information about joining the webinar (only MCSS members will be approved).

No registration is necessary to participate in the Teacher Application Zoom Session on **January 11 from 7-8pm**. Simply use this link to participate (you also do NOT have to have attended the webinar on 1/7 to participate in this).

Topic: Teacher Follow-up to Song of Myself: Exploring the Language of Protest

Time: Jan 11, 2021 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84426853003?pwd=YzF0cHNiYVRhLzc0c25TYzY3a3c2UT09>

Meeting ID: 844 2685 3003

Passcode: 209376

*****Evening for Educators: Stories of Maine**

The next Evening for Educators hosted by the Portland Museum of Art will be on **Wednesday, December 9th at 5:30pm** and will feature Fiona Hopper (Social Studies Teacher Leader and Wabanaki Studies Coordinator at Portland Public Schools) and Bridgid Neptune (Passamaquoddy Citizen, Nurse Practitioner, and Wabanaki Studies Consultant) in conversation with PMA staff about the role of social studies in shaping the narrative of history. Time will be spent exploring the exhibition [Stories of Maine: An Incomplete History](#). Check out their [website for more information and to register for this FREE webinar](#).

*****Life in 2020: Making and Strengthening the Economics to Personal Finance Connection**

Each month, the Maine Jump\$tart Coalition for Personal Finance will host an hour-long discussion group featuring a personal finance topic, as well as an opportunity to network with your colleagues in breakout rooms designed for further discussion. Teaching remote has been tough; relying on each other for creative ideas is essential. This month the topic is GDP and will take place on **Wednesday, December 16 at 4:00pm ET**. Join the Zoom Meeting at: <https://us02web.zoom.us/j/86467078164> If you want a reminder email and materials ahead of time, [you can register on this spreadsheet](#). Contact Mary Dyer at info@mejumpstart.org for any questions or concerns that you have.

Mapping the 2020 Election (FREE Webinar hosted by the Osher Map Library at USM)

TODAY, December 9th, at 6pm, please join the Osher Map Library for "Mapping the 2020 Election," with Senior Editor for Geography at the New York Times, Dr. Tim Wallace. (Note this event is RESCHEDULED from November 18, 2020 and if you already registered for the 11/18 talk, you do not need to register again.)

Please join them for their annual Mattson-New York Times Lecture and the third event in their Fall 2020 Lecture Series. This talk will provide a behind-the-scenes look at how the New York Times used maps and geography to help readers understand the political makeup of the country during one of the most complicated election years in recent memory. Tim is a lively and engaging presenter, and will be doing a series of mini-talks during the webinar with time for Q and A in between each aspect of the presentation. [Register for this FREE webinar on their website.](#)

***Eyewitness to History: An Evening with Pete Souza

As the Chief Official White House Photographer for both Barack Obama and Ronald Reagan, Pete was in a unique position to spend rare and intimate moments in the Oval Office observing two transformative Presidents of the United States. Join the National Council for History Education on **Thursday, December 17 at 7:00pm ET** as he shares some of his iconic behind-the-scenes photographs to help us collectively think about the role of photographs as primary sources that document history as it is happening. Through his poignant and detailed stories, Pete will show a bold and dynamic depiction of true leadership of two presidents who shaped their time immeasurably. [Registration is required for this FREE webinar.](#)

***The Case for Elementary Social Studies Part III: District Leaders

TODAY, December 9 at 4:00pm ET join a panel of district social studies leaders from urban and suburban school districts to explore how they are meeting the need for elementary social studies instruction across their schools. With special guests Heather Van Benthuyzen (Director of Social Science and Civic Engagement at Chicago Public Schools), Ellen Smith Gilchrist (Executive Director of the Office of Social Studies from Detroit Public Schools), Tina Ellsworth (K-12 Social Studies Coordinator, Olathe Public Schools; NCSS Board of Directors). For more information and to register, [check out their website.](#)

The Bill of Rights at the Schoolhouse Gate

Do the rights guaranteed by the Bill of Rights apply to public schools? Throughout their schooling, students are taught about the rights guaranteed by the United States Constitution. Join the National Archives and iCivics on **Tuesday, December 15 at 6:30pm ET** for a timely discussion about the application of the Bill of Rights in schools. Moderated by Stephen Wermiel, Professor of Practice of Law, American University, Washington College of Law, and monthly columnist for SCOTUSblog, panelists include Linda Monk, author of *The Bill of Rights: A User's Guide*; Mary Beth Tinker, plaintiff in U.S. Supreme Court Case *Tinker v. Des Moines Iowa Independent School District*; and Justin Driver, Yale Law School professor and author of *The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind*. [Register for this FREE webinar on their website.](#)

7th Annual Financial Capability Conference (hosted by the Rhode Island Jump\$tart Coalition)

You are invited to join the 7th Annual Financial Capability Conference, which will be held virtually on **TODAY, December 9 from 4:00 - 6:30 pm** on Zoom. Build your personal financial capacity, alongside your library of instructional resources at this FREE virtual conference. This year, they will be featuring a series of distinguished speakers and a teacher panel designed to build your content knowledge and provide you with access to online curriculum resources that you can use immediately. The conference will also offer participants the chance to engage with other educators and to "earn" opportunities to enter into our end-of-day prize drawings. In addition to the December 9 conference program, there will be FREE, online, self-paced professional development opportunities available to all participants through the Fidelity Investments NovoEd platform during the following week.

Letters from RI Jump\$tart will be provided to conference participants who attend the full virtual conference program on December 9. In addition, educators who complete the follow-up NovoEd modules afterward will also be able to receive letters to document their professional development completion. [Please register now to reserve your place.](#)

Behind the Seams with Designer Michelle Smith

Former First Lady Michelle Obama is known for wearing and supporting American designers and clothing brands. This interest may be best represented in the now-iconic dress by Milly that she wears in the National Portrait Gallery's 2018 painting of her by Amy Sherald. Join the dress's designer, Michelle Smith, and the National Portrait Gallery's senior historian and acting chief curator, Gwendolyn DuBois Shaw, as they discuss this remarkable garment, the "power of the needle" to change women's lives, and the new clothing line that Smith is now in the process of launching. This program is connected to the exhibition Every Eye Is Upon Me: First Ladies of the United States, curated by Shaw. [Registration is required for this FREE virtual program](#) on **December 15 at 5pm.**

Student Classes/Scholar Exchanges

The National Constitution Center hosts free Scholar Exchanges—LIVE interactive online classes—every week. Part lecture, part lively discussion, Scholar Exchanges support your social studies teachers' existing curriculum and encourage civil dialogue, critical thinking, and active listening. They would love to have you bring your classes to their Scholar Exchanges in the busy month of December. The sessions are PLUG AND PLAY! They do not require any prior planning, and include free resources.

The three December Scholar Exchanges include:

- Foundations of American Democracy
 - [Middle School](#): Wednesday, Dec. 9 at 12 p.m. ET
 - [High School](#): Wednesday, Dec. 9 at 2 p.m. ET
- Supreme Court in Review: Article III - From Judicial Selection to Current Cases
 - [Middle School](#): Monday, Dec. 14 and Wednesday, Dec. 16 at 12 p.m. ET
 - [High School](#): Monday, Dec. 14 and Wednesday, Dec. 16 at 2 p.m. ET

You can also look ahead and [view the full schedule of upcoming Scholar Exchanges](#) through May 2021.

Celebrate Human Rights Day with Human Rights Educators USA

Join [Human Rights Educators USA](#) as they celebrate Human Rights Day and commemorate the adoption of the Universal Declaration of Human Rights by the United Nations on Dec 10, 1948. The virtual event (**Thursday, Dec. 10 at 3:30pm ET**) will feature keynote speaker, [Loretta Ross](#), a nationally-recognized women's rights and human rights leader whose work emphasizes the intersectionality of social justice issues and how this transforms social change. Participants will also hear from youth voices from around the world speaking on the significance of the UDHR; meet the 2020 Edward O'Brien Human Rights Education awardees and the 2020 Flowers Fund Grantees, and learn about the new Kirby Edmonds Student Fellowship to support Human Rights Education. [Learn more and register on their website.](#)

Law Related Education Teacher of the Year

For the past sixty years, the American Lawyers Alliance has been active in its support of public education, citizenship awareness and various service programs. Recognizing the vital role that teachers play in law-related education, the ALA began in 1985 to sponsor Law-Related Education Teacher of the Year Awards.

The purpose of these four awards is to honor public and private High School teachers who have made significant contributions in law-related education and have developed programs that meet the following criteria:

- Furthered the understanding of the role of the courts, law enforcement agencies and the legal profession
- Helped students recognize their responsibilities as well as their rights
- Encouraged effective law-related education programs in their schools and communities
- Increased communication among students, educators and those involved professionally in the legal system

Nominations for the 2021 Law-Related Education Teacher of the Year Awards may be submitted by the applicant, school administrators, other teachers, students, lawyers, judges, professional members of the community, or any other interested parties by **March 15, 2021**. Go to <https://www.americanlawyersalliance.org/> for more information and to apply.

Student Competitions & Opportunities

Virtual National Civics and Law Academy

The 2021 Virtual National Civics and Law Academy (hosted by the American Bar Association) will offer a series of engaging online conversations between small groups of high school students and lawyers and leaders in government from across the country. They are excited to provide opportunities for diverse and talented students to learn about government, the law, and legal careers. [Learn more about the program and how to apply on their website.](#)

iCivics Partners with Penguin Young Readers (K-6)

Civic education is a gradual progression and should start at the elementary school level. At iCivics, they strongly believe in encouraging kids from a very early age to be intellectually curious and creative and to learn about the manifold ways ordinary people have and will continue to change the world for the better. That's why they are thrilled to partner with Penguin

Young Readers for two special opportunities for kids ages 5-12. Explore the opportunities below and share them with your kids, students, families, and colleagues:

- *****[Ordinary Kids Change the World Challenge \(K-3\)](#) Deadline is December 31, 2020*****
- [Penguin Young Readers' Who HQ For You \(3-6\)](#)
- [Suggestions for using iCivics in an Elementary Classroom](#)

Student Leadership Academy (Scholarships Available)

Immerse yourself in the collection of The National WWII Museum by experiencing seven days of thoughtful inquiry, group activities, and character building at Student Leadership Academy in New Orleans. Join other high school and college students from around the country for this extraordinary summer learning opportunity to study WWII history and leadership at one of the world's top-rated museums. [Learn more and apply on their website.](#)

The Billy Michal Student Leadership Award Now Open For Nominations

The [Billy Michal Student Leadership Award](#) is given annually to one student from each state and the District of Columbia who demonstrates the American Spirit in his or her community. [Nominate students on their website by February 15.](#) Nominees (Grades 8-12) should have a strong record of volunteerism, school and/or community activism, or implementing creative solutions to recognized problems. Selected awardees will engage in a virtual leadership program during the week of June 7–11, as well as participate in the Museum's American Spirit Awards Luncheon and Leadership Forum on June 18, 2021.

Articles Related to Distance/Blended Learning

*****Five Things We've Learned About Virtual School in 2020**

NPR talked to educators in six states and compiled the thoughts of what those educators have learned since the spring. [Check out the entire article](#) to see what they have learned.

Marzano 13 Teaching Best Practices for Virtual, Blended, and Classroom Instruction

Educational technology is a relatively young field, and everyone—educators, developers, and students alike—is still learning how best to use these tools. A lot of brain power is being dedicated to answering these complex questions. One such effort comes from the Marzano Research Group, whose experts conducted “A Study of Best Practices in Edmentum Online Solutions,” looking at Edmentum’s programs in various settings to evaluate the relationship between student learning and effective pedagogical practices with respect to the use of online instruction. [Read the entire article to learn what they discovered.](#)

Research Article

Equity in Civic Education White Paper

A team of 20 researchers, educators and civic education practitioners has released a white paper that outlines the challenges civic education has faced reaching youth of color. And it makes suggestions for how to make civic education more equitable and relevant for today's increasingly diverse student population. [Check out the white paper for more information.](#)

*****Weekly Technology & Resource Spotlight**

Bill of Rights Day

On [December 15, 1791, the Bill of Rights](#) was ratified. This December 15, is [Bill of Rights Day](#). Check out the lesson plans and resources from the [National Constitution Center](#) and the [Bill of Rights Institute](#) that relate to this day and about teaching the Bill of Rights.

Global Refugee Atlas

The Global Refugee Atlas visualizes and narrates core experiences of the millions of refugees under the United Nations High Commissioner for Refugees (UNHCR) mandate using remote sensing data, crowdsourced social media data as well as a host of datasets from UNHCR and other international humanitarian agencies. Exploiting the availability of these datasets, the [Global Refugee Atlas](#) is built on an open geo-narrative platform to illuminate the contexts and conditions underlying refugee journeys and camps.

National Museum of American History: Learning Labs

The National Museum of American History continues to publish learning lab collections each month for elementary, middle school, and high school. These collections focus on primary sources and align with both social studies and ELA. This month the collection features:

- [Elementary School: Money](#)
- [Middle School: President and Precedence - The New Nation](#)
- [High School: Civil Rights in D.C.](#)

Podcasts for Teaching About Social Studies

Chris Hitchcock (one of the co-founders of the #sschat on Twitter) has [compiled a list of podcasts](#) that educators might find useful in learning and teaching about social studies. She strongly encourages you to preview any episodes that you plan on sharing with students.

If there is anything that I can do to support you or help give direction, please do not hesitate to reach out and ask.

Take care of yourself and others!

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Resources for Wabanaki Units

Last Updated: March 2021

Here are some **highly recommended readings** for all educators: You might consider reading one of these especially from the Stereotypes unit, as one of your professional goals.

An awareness of stereotypes is the underlying connection which informs all of our instruction and integration of Wabanaki and Native American culture, past & present.

Rethinking Columbus REF 970 COL

Thanksgiving: a Native Perspective REF 970.1 THA

American Indian Stereotypes in the World of Children by Arlene Hirschfelder REF 970.2 HER

Unlearning Indian Stereotypes REF 970.1 COU

Through Indian Eyes: The Native Experience in Books for Children REF 970.1. SEA

An excellent resource for lots of background and lesson ideas: [Abbe Museum Educator Hub](#)

Books and Book Contributions by Wabanaki Authors in the Fogler library: <https://docs.google.com/document/d/1rgFWX30-cQ98tOYV0mghP-axHfz2Ud0IdvECEsns7KM/edit>

Grade	Unit	Suggested Books for Read Alouds or Sharing with Students	Other Resources/Background
Kindergarten		<i>Thanks to the Animals</i> by Allen Sockabasin E SOC (Passamaquoddy) <i>Many Nations: An Alphabet of Native America</i> by Joseph Bruchac 970.1 BRU (many tribes)	Music cds Our Dances <i>Wabanaki ABC's of Culture</i> by James Francis (set of laminated plates) REF 970.3 FRA

Grade 1		Me on a Map Community page with Indian Island	Penobscot Culture- Family Ties
Grade 2		Continents- during focus on North America 5 of 573 federally recognized tribes	
Grade 3		<p><i>Many Hands: A Penobscot Indian Story</i> by Angeli Perrow E PER (Penobscot)</p> <p><i>Kunu's Basket A Story from Indian Island</i> By LeeDeCora Francis E FRA (Penobscot)</p>	<p><i>Our Lives in Our Hands</i> Video of basketmaking for teachers' viewing AV 970.3 OUR</p> <p><i>Florence Nicola Shay: A Penobscot Basketmaker and Tribal Advocate</i> by Kate Kennedy REF 970.3 SHA</p> <p><i>Penobscot Basket Maker Barbara Francis</i> REF 970.3 PEN</p> <p>Passamaquoddy History and Culture: see Lesson 3 "Ash and Birchbark: The As and Bs of Traditional Baskets"</p>
Grade 4	Biographies- Maine People, Maine Events	<p><i>Remember Me, Mikwid Hamin: Tomah Joseph's Gift to Franklin Roosevelt</i> by Donald Soctomah E SOC (Passamaquoddy)</p> <p><i>Louis Sockalexis: Native American Baseball Pioneer</i> by Bill Wise 796.357 SOC (Penobscot)</p> <p>Add more Maine Natives Others:</p>	<p>Maine Native Biographies Unit</p> <p><i>Florence Nicola Shay: A Penobscot Basketmaker and Tribal Advocate</i> by Kate Kennedy REF 970.3 SHA</p> <p><i>Penobscot Basket Maker Barbara Francis</i> REF 970.3 PEN</p> <p><i>Princess Watahwaso: Bright Star of the</i></p>

			<p><i>Penobscot</i> by Bunny McBride REF 970.3 WAT</p> <p><i>An Upriver Passamaquoddy</i> by Allen Sockabasin REF 970.3 SOC</p>
Grade 4	The River	<p><i>Tihtiyas and Jean</i> by Nathalie Gagnon 398.2 GAG (Passamaquoddy) (See Passamaquoddy History and Culture: Lesson 7: Trading Places)</p> <p><i>First Feud Between the Mountain and the Sea</i> by Lynn Plourde 398.2 PLO</p> <p><i>Alnobak: A story of Indigenous People in Androscoggin County</i> by Nancy Lecompte 970.3 LEC (Kennebec)</p> <p><i>The Sea-Run Fisheries of the Penobscot River</i> REF 974.1 SEA (Penobscot)</p> <p>“A River Runs Through Us” by Butch Phillips</p> <p>There are a number of ‘river’ non-fiction books found in 551.48 and 577.6 Such as: <i>A River Ran Wild: An Environmental History</i> by Lynne Cherry 974.4 CHE</p> <p>Chapter books about the Allagash: <i>An Allagash Haunting</i> by Tim Caverly FIC CAV <i>Heading North</i> by Tim Caverly FIC CAV <i>Wilderness Ranger’s Journal</i> by Tim Caverly</p>	<p>The River</p> <p><i>Penobscot Landscape: Territory of the Penobscot Nation</i> REF 970.3 Excellent collection of maps</p> <p><i>Place of the White Rocks</i> by Joe Dana 974.1 for teacher reading</p> <p><i>Penobscot: The People and Their River</i> (VHS) AV 970.3 PEN</p> <p><i>An Upriver Passamaquoddy</i> by Allen Sockabasin REF 970.3 SOC</p> <p><i>The Penobscot boom and the development of the west branch of the Penobscot river for log driving, 1825-1931</i> by Alfred Geer Hempstead REF 974.1 HEM</p> <p><i>From Stump to Ship</i> (DVD) REF 634.9 FRO</p> <p><i>Above the Gravel Bar: Native Canoe Routes of Maine</i> by David S. Cook 974.1 COO</p>

		<p>FIC CAV <i>Wilderness Wildlife</i> by Tim Caverly FIC CAV <i>Allagash River Towboat</i> by Jack Schneider FIC SCH</p> <p>You might also consider using 'canoe' books found in 797.1 <i>Old Town Canoe Co.</i> by Susan Audette 974.1 AUD</p>	<p>Made in Maine [videorecording] : Birchbark Canoe</p> <p>St. Croix: the National Park Service has lots:</p> <ul style="list-style-type: none"> - "Rivers are Alive" - St. Croix Traveling Trunk
Grade 5	Penobscots in the Military	<p><i>Struggle for a Continent: the French and Indian Wars, 1689-1763</i> by Betsy Maestro 973.2 MAE</p> <p><i>Malian's Song</i> by Margaret Bruchac 971 BRU (Abenaki)</p> <p><i>Quiet Hero: The Ira Hayes Story</i> by S.D. Nelson 940.5 HAY (Pima tribe of Arizona)</p> <p><i>Navajo Code Talkers</i> by Nathan Aaseng 940.4 AAS (Navajo)</p> <p><i>The Unbreakable Code</i> by Sara Hoagland Hunter E HUN (Navajo)</p>	<p>Military Unit</p> <p><i>Wabanaki Time Line Panels</i> AV 970.3 WAB</p>
Grade 5	Stereotypes	<p><i>Do All Indians Live in Tipis?</i> 970.1 DOA</p> <p><i>Black Elk: Native American Man of Spirit</i> by Maura D. Shaw 970.1 BLA (Oglala)</p> <p><u>Picture Books:</u></p>	<p>Stereotypes</p> <p><i>American Indian Stereotypes in the World of Children</i> by Arlene Hirschfelder REF 970.2 HER</p>

		<p><i>Less Than Half, More Than Whole</i> by Kathleen Lacapa E LAC (Incorporates elements from Hopi, Hopi, Apache, and Tewa tribes)</p> <p><i>Land of Gray Wolf</i> by Thomas Locker E LOC (no specific tribe but could be any tribes of the northeast woodlands)</p> <p><i>Red is Beautiful</i> by Roberta John E JOH (Navajo)</p> <p><i>Shi-shi-etko</i> by Nicola Campbell E CAM (Canada)</p> <p><i>When the Shadbush Blooms</i> by Carla Messinger E MES (Lenni Lanape)</p> <p><i>Kiki's Journey</i> by Kristy Orona-Ramirez E ORO (Taos Pueblo)</p> <p><i>Muskrat Will Be Swimming</i> by Cheryl Savageau E SAV (Seneca)</p> <p><i>Seminole Diary: Remembrances of a Slave</i> by Dolores Johnson E JOH (Seminole)</p> <p><i>A Boy Named Beckoning: the True Story of Dr. Carlos Montezuma</i> by Gina Capaldi 970.1 MON</p> <p><i>Saltypie: a Choctaw Journey from Darkness into Light</i> by Tim Tingle 970.1 TIN (Choctaw)</p> <p><u>Chapter books:</u> <i>Fatty Legs</i> by Christy Jordan-Fenton 970.1 FEN</p> <p><i>Stranger at Home</i> (sequel to Fatty Legs) by Christy Jordan-Fenton 970.1 FEN (Innuity)</p>	<p><i>Unlearning Indian Stereotypes</i> REF 970.1 COU</p> <p><i>Through Indian Eyes: The Native Experience in Books for Children</i> REF 970.1. SEA</p> <p><i>Wabanaki: A New Dawn</i> (VHS) AV 970.3 WAB</p> <p><i>Invisible</i> (DVD) AV 970.3 INV</p> <p><i>Through Indian Eyes: The Native Experience in Books for Children</i> REF 970.1 SEA</p> <p><i>Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie REF 970.1 ALE</p> <p><i>Black Hawk: An Autobiography</i> by Black Hawk REF 970.1 BLA</p> <p>Stereotype Collages</p>
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All Grades	Performing Arts	<p><i>Jingle Dancer</i> by Cynthia Leitch Smith E SMI (Muscogee/Creek)</p> <p><i>Rabbits' Snow Dance</i> by James Bruchac 398.2 BRU</p>	<p><u>Original Unit</u> (Preteach and followup after performers visit) Personalize rather than use performing arts unit</p>

		<p>(Iroquois) <i>Wind Bird: Gift of the Mist</i> by Sarah S. Bright 398.2 BRI (Passamaquoddy)</p> <p><i>The Sharing Circle: Stories About First Nations Culture</i> (Micmac) by Theresa Meuse E MEU</p> <p><i>Raccoon's Last Race: A Traditional Abenaki Story</i> by Joseph Bruchac 398.2 BRU (Abenaki)</p> <p><i>How Chipmunk Got His Stripes</i> by Joseph Bruchac 398.2 BRU (Abenaki)</p> <p>Frog Monster</p>	<p><i>Our Dances</i> (VHS) AV 970.3 OUR</p>
Staff	Background Info	<p><i>Above the Gravel Bar: the Native Canoe Routes of Maine</i> by David S. Cook 974.1 COO (Wabanaki)</p> <p><i>The Micmac: How Their Ancestors Lived Five Hundred Years Ago</i> by Ruth Holmes Whitehead 970.3 WHI (Micmac)</p> <p><i>1621: A New Look at Thanksgiving</i> by Catherine</p> <p><i>Before Columbus: the Americas of 1491</i> by Charles Mann 970.1 MAN (all tribes)</p>	<p><i>Invisible</i> (film) AV 970.3 INV Dawnland</p> <p>Hudson Museum Maine DOE The Maine State Museum Passamaquoddy History and Culture</p> <p>Abbe Museum Educator Hub</p> <p>Abbe Museum Educator Materials Houlton Band of Maliseets Aroostook Band of Micmacs Passamaquoddy Tribe at Indian Township Passamaquoddy Tribe at Pleasant Point Penobscot Nation</p> <p><i>Landscapes, Legends and Language of the Passamaquoddy</i> DVD AV 970.3 LAN</p>

			<p><i>Wilderness & Spirit: A Mountain Called Katahdin</i> AV 974.1 WIL</p> <p><i>A Passamaquoddy-Maliseet Dictionary</i> by David Francis REF 970.3 FRA</p> <p><i>We Were Not the Savages: a Micmac Perspective</i> by Daniel N. Paul REF 970.3 PAU</p> <p><i>The Micmac</i> by Stephen A. Davis REF 970.3 DAV</p> <p><i>An Upriver Passamaquoddy</i> by Allen Sockabasin REF 970.3 SOC</p> <p><i>Wabanakis of Maine and the Maritimes: A Resource Book...with Lesson Plans</i> REF 970.3 WAB</p> <p style="text-align: right;"><i>cont.</i></p> <p><i>Rooted Like the Ash Tree: New England Indians and the Land</i> by Richard Carlson VF NATIV</p> <p><i>Native Americans Today: Resources and Activities for Educators, Gr 4-8</i> by Arlene Hirschfelder REF 970.1 HIR</p> <p><i>Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms</i> by Guy W. Jones REF 970.1 JON</p> <p><i>Thanksgiving: A Native Perspective</i></p>
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			REF 970.1 THA <i>Seeds of Change: The Story of Cultural Exchange After 1492</i> by Sharryl Davis Hawke REF 970 HAW
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