

2012

# MSSS Curriculum Connection Series - Lesson Number: 07

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## Maine Song and Story Sampler

### Curriculum Connections Series

#### Lesson Number: 7

**Standards Connection:** Social Studies Maine Learning Results – Parameters of Essential Instruction (standard C-1). C. Economics. 1. Economic Knowledge, Concepts, Themes, and Patterns.

**Geographic Region:** Statewide

**Grade Level:** 5-12

**Instructional Time:** Approximately one to one and one-half hours

**Introduction:** Maine's economy has historically been based upon resource extraction and use. Furthermore, Maine's has historically contained only a very small middle class. Most Mainers could reasonably be described as working class while a small population of upper class elites (known variously as Great Proprietors, owners or sports) has provided structure and capital to Maine industry.

**Materials:** The following materials are required for this lesson:

- Digital and sound projection equipment, e.g. a MLTI laptop in one-to-one computing environments OR a teacher-directed LCD/sound projection system in traditional classrooms.
- Access to the Maine Song and Story Sampler website.
- Access to the Maine Department of Labor website and free-web sources on Maine labor history.
- Writing materials.

**Pre-Teaching:** Students should be familiar with the diversity Maine's resource-based economy and the geography of Maine. At a minimum, they should understand where Maine's seafood, agricultural, dairy and lumber industries have traditionally been based.

**Activity:** Students will review the MS&SS site for examples of documents that relate to specific industries or commercial activities. Students will select a document that represents an industry and develop an annotated timeline of that industry in Maine. For each event on the timeline the students should compose a short (one to three sentences) annotation describing the event. One of the events and annotations must be a relevant MS&SS artifact.

**Assessment:** Teachers may choose to assess student writing based upon the rubrics or standards of their respective districts. Mastery of PEI C-1 may be assessed through a review of the content of the student's timeline and annotations.