

2012

MSSS Curriculum Connection Series - Lesson Number: 10

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Wingard, Geoff, "MSSS Curriculum Connection Series - Lesson Number: 10" (2012). *Maine Song and Story Sampler: Curriculum Connections Series*. 4.
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Maine Song and Story Sampler

Curriculum Connections Series

Lesson Number: 10

Standards Connection: Social Studies Maine Learning Results – Parameters of Essential Instruction (standard D-2). D. Geography. 2. Individual, Cultural, International, and Global Connections in Geography.

Geographic Region: Statewide

Grade Level: 5-9

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

Introduction: Maine’s diverse geography has created a diverse folkloric tradition. Students should be able to identify characteristics of Maine regional diversity in its folklore.

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.
- Blank outline map of Maine.
- Writing materials.

Pre-Teaching: Students should be familiar with the diversity Maine’s geography and of basic place-name geography of Maine’s significant cultural and physical geographic features.

Activity: The teacher will provide students with a blank outline map of Maine and will guide them through the identification of four regions: the Southern and Mid-Coast, Downeast Coast, Central Maine and the Northwoods. Students should outline each region on their map and label significant population centers and topographic features in each region as identified by the teacher.

Focusing on their region of residence the teacher will introduce to the class one song, story or other artifact from the MS&SS website based in the selected region. For example, students in the Southern and Mid-Coast region or may be provided with the song, “Old Horse”. Upon review of the document students should be asked to describe in writing what aspects of the artifact link it to a particular geography. For example, “Old Horse” is an old sea song which is effectively linked to the coast. Students should be able to describe verbally or in writing how this artifact is tied to specific geographic characteristics of their region of residence in response to the prompt, “How does this artifact (song, story or document) reflect characteristics of our region?”

Assessment: Teachers may choose to assess student writing based upon the rubrics or standards of their respective districts. Mastery of PEI D-2 may be assessed through a review of the content of the student's written or verbal response to the prompt, "How does this artifact (song, story or document) reflect characteristics of our region?"