

# Maine History

## Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: People of the Dawn	16 teaching days	Aug 25 - Sep 19, 2025
 Unit 2: Contact & Conflict	16 teaching days	Sep 22 - Oct 17, 2025
 Unit 3: Settlement & Strife	19 teaching days	Oct 20 - Nov 14, 2025
 Unit 4: Tensions, War, & Separation	17 teaching days	Nov 17 - Dec 12, 2025
 Unit 5: A New State and Prosperity	16 teaching days	Dec 15, 2025 - Jan 23, 2026
 Unit 6: The Civil War	14 teaching days	Jan 26 - Feb 12, 2026
 Unit 7: End of Ocean Highway	15 teaching days	Feb 23 - Mar 13, 2026
 Unit 8: Countryside at Midcentury	14 teaching days	Mar 16 - Apr 3, 2026
 Unit 9: A Different Place	17 teaching days	Apr 13 - May 15, 2026
 Unit 10: Rediscovery & Rebirth	19 teaching days	May 18 - Jun 12, 2026

# August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Unit 1: People of ...	26 Unit 1: People of ...	27 Unit 1: People of ...	28 Unit 1: People of ...	29 Unit 1: People of ...	30
31	1 Labor Day	2 Unit 1: People of ...	3 Unit 1: People of ...	4 Unit 1: People of ...	5 Unit 1: People of ...	6

## September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 <b>Labor Day</b>	2 Unit 1: People of ...	3 Unit 1: People of ...	4 Unit 1: People of ...	5 Unit 1: People of ...	6
7	8 Unit 1: People of ...	9 Unit 1: People of ...	10 Unit 1: People of ...	11 Unit 1: People of ...	12 Unit 1: People of ...	13
14	15 Unit 1: People of ...	16 <b>Fall NWEA</b>	17 <b>Fall NWEA</b>	18 <b>Fall NWEA</b>	19 Unit 1: People of ...	20
21	22 Unit 2: Contact & ...	23 Unit 2: Contact & ...	24 Unit 2: Contact & ...	25 Unit 2: Contact & ...	26 Unit 2: Contact & ...	27
28	29 Unit 2: Contact & ...	30 Unit 2: Contact & ...	1 Unit 2: Contact & ...	2 Unit 2: Contact & ...	3 Unit 2: Contact & ...	4

# October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 2: Contact & ...	30 Unit 2: Contact & ...	1 Unit 2: Contact & ...	2 Unit 2: Contact & ...	3 Unit 2: Contact & ...	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 2: Contact & ...	10 Unit 2: Contact & ...	11
12	13 Indigenous Peoples Day	14 Unit 2: Contact & ...	15 Unit 2: Contact & ...	16 Unit 2: Contact & ...	17 Unit 2: Contact & ...	18
19	20 Unit 3: Settlemen...	21 Unit 3: Settlemen...	22 Unit 3: Settlemen...	23 Unit 3: Settlemen...	24 Unit 3: Settlemen...	25
26	27 Unit 3: Settlemen...	28 Unit 3: Settlemen...	29 Unit 3: Settlemen...	30 Unit 3: Settlemen...	31 Unit 3: Settlemen...	1

# November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 3: Settlemen...	28 Unit 3: Settlemen...	29 Unit 3: Settlemen...	30 Unit 3: Settlemen...	31 Unit 3: Settlemen...	1
2	3 Unit 3: Settlemen...	4 Unit 3: Settlemen...	5 Unit 3: Settlemen...	6 Unit 3: Settlemen...	7 Unit 3: Settlemen...	8
9	10 Unit 3: Settlemen...	11 Veterans Day	12 Unit 3: Settlemen...	13 Unit 3: Settlemen...	14 Unit 3: Settlemen...	15
16	17 Unit 4: Tensions, ...	18 Unit 4: Tensions, ...	19 Unit 4: Tensions, ...	20 Unit 4: Tensions, ...	21 Unit 4: Tensions, ...	22
23	24 Unit 4: Tensions, ...	25 Unit 4: Tensions, ...	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 4: Tensions, ...	2 Unit 4: Tensions, ...	3 Unit 4: Tensions, ...	4 Unit 4: Tensions, ...	5 Unit 4: Tensions, ...	6

## December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 4: Tensions, ...	2 Unit 4: Tensions, ...	3 Unit 4: Tensions, ...	4 Unit 4: Tensions, ...	5 Unit 4: Tensions, ...	6
7	8 Unit 4: Tensions, ...	9 Unit 4: Tensions, ...	10 Unit 4: Tensions, ...	11 Unit 4: Tensions, ...	12 Unit 4: Tensions, ...	13
14	15 Unit 5: A New St...	16 Unit 5: A New St...	17 Unit 5: A New St...	18 Unit 5: A New St...	19 Unit 5: A New St...	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

# January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 5: A New St...	6 Unit 5: A New St...	7 Unit 5: A New St...	8 Unit 5: A New St...	9 Unit 5: A New St...	10
11	12 Unit 5: A New St...	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 5: A New St...	17
18	19 Martin Luther King, Jr. Day	20 Unit 5: A New St...	21 Unit 5: A New St...	22 Unit 5: A New St...	23 Unit 5: A New St...	24
25	26 Unit 6: The Civil ...	27 Unit 6: The Civil ...	28 Unit 6: The Civil ...	29 Unit 6: The Civil ...	30 Unit 6: The Civil ...	31

## February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: The Civil ...	3 Unit 6: The Civil ...	4 Unit 6: The Civil ...	5 Unit 6: The Civil ...	6 Unit 6: The Civil ...	7
8	9 Unit 6: The Civil ...	10 Unit 6: The Civil ...	11 Unit 6: The Civil ...	12 Unit 6: The Civil ...	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 7: End of Oc...	24 Unit 7: End of Oc...	25 Unit 7: End of Oc...	26 Unit 7: End of Oc...	27 Unit 7: End of Oc...	28

## March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 7: End of Oc...	3 Unit 7: End of Oc...	4 Unit 7: End of Oc...	5 Unit 7: End of Oc...	6 Unit 7: End of Oc...	7
8	9 Unit 7: End of Oc...	10 Unit 7: End of Oc...	11 Unit 7: End of Oc...	12 Unit 7: End of Oc...	13 Unit 7: End of Oc...	14
15	16 Unit 8: Countrysi...	17 Unit 8: Countrysi...	18 Unit 8: Countrysi...	19 Unit 8: Countrysi...	20 March Break	21
22	23 Unit 8: Countrysi...	24 Unit 8: Countrysi...	25 Unit 8: Countrysi...	26 Unit 8: Countrysi...	27 Unit 8: Countrysi...	28
29	30 Unit 8: Countrysi...	31 Unit 8: Countrysi...	1 Unit 8: Countrysi...	2 Unit 8: Countrysi...	3 Unit 8: Countrysi...	4

# April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 8: Countrysi...	31 Unit 8: Countrysi...	1 Unit 8: Countrysi...	2 Unit 8: Countrysi...	3 Unit 8: Countrysi...	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 9: A Differen...	14 Unit 9: A Differen...	15 Unit 9: A Differen...	16 Unit 9: A Differen...	17 Unit 9: A Differen...	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 9: A Differen...	28 Unit 9: A Differen...	29 Unit 9: A Differen...	30 Unit 9: A Differen...	1 Unit 9: A Differen...	2

# May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 9: A Differen...	28 Unit 9: A Differen...	29 Unit 9: A Differen...	30 Unit 9: A Differen...	1 Unit 9: A Differen...	2
3	4 Unit 9: A Differen...	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 9: A Differen...	9
10	11 Unit 9: A Differen...	12 Unit 9: A Differen...	13 Unit 9: A Differen...	14 Unit 9: A Differen...	15 Unit 9: A Differen...	16
17	18 Unit 10: Rediscov...	19 Unit 10: Rediscov...	20 Unit 10: Rediscov...	21 Unit 10: Rediscov...	22 Unit 10: Rediscov...	23
24	25 Memorial Day	26 Unit 10: Rediscov...	27 Unit 10: Rediscov...	28 Unit 10: Rediscov...	29 Unit 10: Rediscov...	30
31	1 Unit 10: Rediscov...	2 Unit 10: Rediscov...	3 Unit 10: Rediscov...	4 Unit 10: Rediscov...	5 Unit 10: Rediscov...	6











## June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 10: Rediscover...	2 Unit 10: Rediscover...	3 Unit 10: Rediscover...	4 Unit 10: Rediscover...	5 Unit 10: Rediscover...	6
7	8 Unit 10: Rediscover...	9 Unit 10: Rediscover...	10 Unit 10: Rediscover...	11 Unit 10: Rediscover...	12 Unit 10: Rediscover...	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

# Maine History

## Maine Virtual Academy

UNITS (10/10 SELECTED)

	SUGGESTED DURATION
 Unit 1: People of the Dawn	<i>16 teaching days</i>
 Unit 2: Contact & Conflict	<i>16 teaching days</i>
 Unit 3: Settlement & Strife	<i>19 teaching days</i>
 Unit 4: Tensions, War, & Separation	<i>17 teaching days</i>
 Unit 5: A New State and Prosperity	<i>16 teaching days</i>
 Unit 6: The Civil War	<i>14 teaching days</i>
 Unit 7: End of Ocean Highway	<i>15 teaching days</i>
 Unit 8: Countryside at Midcentury	<i>14 teaching days</i>
 Unit 9: A Different Place	<i>17 teaching days</i>
 Unit 10: Rediscovery & Rebirth	<i>19 teaching days</i>

# Unit 1: People of the Dawn

## Maine History

### UNIT SUMMARY

In this unit, you will explore the ancient history of Maine's first peoples, from the end of the Ice Age through the Woodland Period. You will discover how these early inhabitants adapted to Maine's changing environment, developed new technologies, and created seasonal lifestyles that allowed them to thrive in different landscapes. By examining archaeological evidence and cultural practices, you will learn about the ancestors of today's Wabanaki people and understand why they are called the "People of the Dawn."

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.2.F2
Identifying and analyzing major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

# Unit 1: People of the Dawn

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 1: Lesson 2: The Archaic Period Assignment

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** A written response format, students answer questions about Maine's ancient environment by examining how scientists' understanding has changed, describing what early peoples ate and how they survived, and identifying when Maine's coastline reached its modern form.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.2.F2
Identifying and analyzing major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

### Unit 1: Lesson 3: The Woodland Period Assignment

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Students explain how indigenous life changed during the Early Woodland Period, describe where the Wabanaki people lived, and organize information about how their

# Unit 1: People of the Dawn

## Maine History

daily activities changed with each season throughout the year.

### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.2.F2
Identifying and analyzing major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

## Unit 2: Contact & Conflict

### Maine History

#### UNIT SUMMARY

In this unit, you will investigate what happened when European explorers and settlers arrived in Maine and how their presence dramatically changed life for the Wabanaki people. You will explore the establishment of Maine's first colonial communities, examine how the fur trade transformed indigenous economies, and understand the devastating impacts of disease and conflict on Native populations. Through analyzing both European and indigenous perspectives, you will learn how contact between these different cultures created lasting changes that shaped Maine's history.

#### STANDARDS

##### Maine - Grade 9-12 - Social Studies

9-12.H.1.D1

Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

## Unit 2: Contact & Conflict

### Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Unit 2: Lesson 2: Early Maine Settlements

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Students investigate early European contact with Maine by identifying how many indigenous people George Weymouth kidnapped, naming the first colonial settlement at Phippsburg, and discovering which early Maine communities still exist today.

### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

## Unit 2: Lesson 4: Changes for Dawnland People

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Students identify the "three sisters" crops, analyzing how fur trade impacted Native peoples, and calculating the devastating percentage of Abenaki people killed by European diseases between 1616-1619.

### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 3: Settlement & Strife

## Maine History

### UNIT SUMMARY

In this unit, you will examine the violent conflicts that erupted between European settlers and Native peoples in colonial Maine during the 1600s and 1700s. You will explore how distrust, broken promises, and competing claims to land led to a series of devastating wars, including King Philip's War, that dramatically changed life for both settlers and indigenous communities. By analyzing these conflicts from multiple perspectives, you will understand how European rivalries and colonial expansion resulted in tremendous loss and lasting impacts on Maine's Native peoples.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

# Unit 3: Settlement & Strife

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 3: Lesson 1: Tensions & Conflict

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Students analyze the roots of colonial conflict by explaining the wars that occurred between England and France and their impact on the New World.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

### Unit 3: Lesson 3: Five Wars

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Examining the series of colonial wars by naming at least five wars that shaped pre-American life in Maine and explaining the specific impacts these wars had on Native American populations.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.D2

## Unit 3: Settlement & Strife

### Maine History

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

9-12.H.1.F4

Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

# Unit 4: Tensions, War, & Separation

## Maine History

### UNIT SUMMARY

In this unit, you will explore how Maine transformed from a colonial territory under British rule to an independent state through revolution, war, and political change. You will investigate the grievances that led Maine settlers to fight for independence, examine divided loyalties during the Revolutionary War, and discover how the challenges of the early 1800s—including the War of 1812—led Maine to separate from Massachusetts and become its own state in 1820. Through analyzing the experiences of soldiers, farmers, and political leaders, you will understand how ordinary people shaped Maine's journey to statehood.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.F3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 4: Tensions, War, & Separation

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 4: Lesson 1: Grievances Against Britain

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. List grievances against Great Britain, identify actions Maine settlers took to show their frustration, examine whether all Mainers supported independence, and describe how Britain responded to colonial resistance.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.F3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 4: Lesson 2: Exploration & Expansion

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Describe what life was like for people living in Maine immediately after the Revolutionary War and describe the challenges and experiences of Maine farmers during this period.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future.
9-12.H.1.D2

## Unit 4: Tensions, War, & Separation

### Maine History

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

9-12.H.1.F3

Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.

# Unit 5: A New State and Prosperity

## Maine History

### UNIT SUMMARY

In this unit, you will discover how Maine transformed from a struggling farming frontier into a prosperous industrial state during the 1800s. You will explore how new technologies like railroads and canals connected communities, investigate the growth of industries like logging and textile mills, and examine the diverse immigrant groups who came to Maine seeking work and opportunity. Through analyzing economic changes, labor conflicts, and the expansion of towns and cities, you will understand how Maine's "Golden Era" of growth and prosperity shaped the state we know today.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 5: A New State and Prosperity

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 5: Lesson 1: New State Assignment

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Answering questions related to Maine's industrial revolution, and analyzing contradictions that existed between Maine workers and the owners of logging operations and sawmills.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 5: Lesson 2: Industry and Economics

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Answering questions related to the Maritime Economy Transition, listing the advantages and disadvantages of coastal farming.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 5: Lesson 4: Immigrants Fuel Maine Industry

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Answer questions related to Maine's "Golden Era" identifying specific countries where Maine's immigrants came from, and analyzing what Maine's economy looked like around 1860 as it approached the Civil War.

#### STANDARDS

# Unit 5: A New State and Prosperity

## Maine History

### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 6: The Civil War

## Maine History

### UNIT SUMMARY

In this unit, you will investigate Maine's crucial role in the Civil War, from the thousands of soldiers who fought in major battles to the challenges faced by families back home. You will explore the brave leadership of Maine heroes like Joshua Chamberlain, examine the political divisions that split communities between supporters and opponents of the war, and discover how Confederate naval raids even threatened Maine's own coastline. Through analyzing the war's economic impacts, the struggles with the military draft, and the population loss that followed, you will understand how this devastating conflict transformed Maine and left lasting effects on the state's future.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 6: The Civil War

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 6: Lesson 2: Maine in the Civil War

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Documenting Maine's Civil War role by listing as many military contributions as you can remember from class, and listing as many contributions women made during the war as possible.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 6: Lesson 3: Civil War Within Maine

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Analyzing how the Civil War affected Maine by describing impacts on the state (including Confederate ocean attacks), explaining the conflict of ideas between Mainers about the war, and what each side advocated.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 6: Lesson 4: Civil War Aftermath

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining how the Civil War affected Maine's economy during and after the conflict, describing at least one way Maine's agriculture changed due to Union blockades of the Confederacy.

# Unit 6: The Civil War

## Maine History

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 7: End of Ocean Highway

## Maine History

### UNIT SUMMARY

In this unit, you will investigate Maine's major economic shift during the late 1800s and early 1900s as the state's once-dominant shipbuilding and maritime trade declined and new industries emerged. You will explore how Maine adapted by developing small factories, promoting tourism, and beginning conservation efforts to protect forests and fisheries, while also examining the transition from traditional mixed farming to more specialized work. Through analyzing changes in property ownership, energy sources, and work patterns, you will understand how Maine struggled to find its economic identity after the "Golden Era" of sailing ships came to an end.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 7: End of Ocean Highway

## Maine History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Unit 7: Lesson 1: Reflecting on Maine

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Answering questions reflecting on Maine's post-war period.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 7: Lesson 2: Transformation in Industry

**Assessment Type:** Formative

**Assessment Tier:** Rehearsal & Scrimmage (R&S)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Identifying factors that led to mass emigration, making Maine one of only two states to lose population.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Unit 7: Lessons 4-6 Assignment

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Answering questions about Maine's environmental and economic development during the Gilded Age.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.D2

## Unit 7: End of Ocean Highway

### Maine History

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 8: Countryside at Midcentury

## Maine History

### UNIT SUMMARY

In this unit, you will explore how Maine became divided between wealthy tourist destinations and struggling rural communities during the 1920s, experienced deepening poverty during the Great Depression that was eased by New Deal programs like the CCC and WPA, and was transformed by World War II's industrial boom in shipbuilding. You will investigate how the romanticized image of "Vacationland" masked the economic hardships of farmers and workers, examine how federal relief programs provided jobs building trails and infrastructure during the Depression, and discover how wartime production at places like Bath Iron Works brought women into factories and revived Maine's economy. Through analyzing tourism marketing, New Deal projects, and wartime social changes, you will understand how Maine's identity and economy were fundamentally reshaped between 1920-1945.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Unit 8: Assignment 1

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining the impact on Rural Maine during the Midcentury.

## Unit 8: Assignment 2

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining the impact of the Depression on Maine.

## Unit 8: Assignment 3

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining the impact of World War II on Maine.

# Unit 9: A Different Place

## Maine History

### UNIT SUMMARY

In this unit, you will explore how Maine's economy shifted from traditional farming, fishing, and manufacturing to a modern service economy based on tourism, suburbs, and government jobs between 1946-1970. You will investigate how improved highways and the rise of L.L.Bean transformed tourism into a mass-market industry, examine how suburban sprawl and shopping malls changed Maine communities (especially in southern Maine), and discover how Cold War military bases became major employers. Through analyzing the decline of family farms and railroads, the growth of automobile culture, and the environmental movement led by Edmund Muskie that resulted in landmark pollution control laws, you will understand how Maine rapidly modernized and began protecting its natural resources as its greatest economic asset.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Unit 9: Assignment 1

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining the impact of the decline in family farms.

## Unit 9: Assignment 2

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Explaining the impact of the role of the automobile and construction of the Maine Turnpike.

# Unit 10: Rediscovery & Rebirth

## Maine History

### UNIT SUMMARY

In this unit, you will explore how Maine responded to the devastating collapse of paper mills and closure of military bases after 1970 by reinventing its economy around tourism, quality of life, creative industries, and environmental conservation. You will investigate how cities like Portland became known for their food scene and arts while the state passed landmark environmental laws, protected wilderness areas like the Allagash, and attracted new industries like technology companies and craft breweries. Through analyzing the "Two Maines" divide between prosperous coastal communities and struggling rural areas, rising housing costs, and debates over development versus preservation, you will understand how Maine's successful transformation into "Vacationland" created both opportunities and challenges that continue today.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Unit 10: Assessment 1

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Written response format. Analyzing modern Maine in regards to economics, civil rights, and modern issues.