

Level: 7th/8th (Can be modified to fit any grade level)

Class Size: 20 – 25 students

Unit: Maine History – Branch off from Where the Pavement Ends: Five Native America Plays by William S. Yellow Robe

Time Needed: Roughly 5 – 7 class periods depending on schedule (40 minute vs. 80 minute)

Sequence In Unit: Problem 1.1 (First in Section)

Classroom Composition: General mainstream classroom including special education students. No severe accommodations need be done as reporting can be done by one person in the group.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to explain the relationship between past events and their impact on modern day society within their own state.

- **Objectives:**

- The learners will create a play based off from a piece of Maine history.
- The learners will work cooperatively in a group setting create a script for their project.
- The learners will be able to connect the events of the past with modern day society in some way.
- The learners will research and discuss pieces of Maine history.

- **Connections to the Maine Learning Results**

- MLR English Language Arts:

- * B.1.b. (grades 6-8): "Decide which information is included to achieve the desired purpose."

- * B.1.e. (grades 6-8): "Write to achieve a specific purpose."

- * C.1.a. (grades 6-8): "Determine the nature and extent of information needed."

- * C.1.b. (grades 6-8): "Locate and access relevant information."

- MLR Social Studies:

- * A.1.b. (grades 6-8): "Determine the nature and extent of information needed."

- * A.1.c. (grades 6-8): "Locate and access relevant information that includes multiple perspectives from varied sources."

- * A.2.a (grades 6-8): "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."

- * B.3.a. (grades 6-8): "Explain basic constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations."

- * E.1.a. (grades 6-8): "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."

- * E.1.b. (grades 6-8): "Identify and analyze major historical events, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world."

- * E.2.a. (grades 6-8): "Explain how both unity and diversity

have had important roles in the history of Maine, the United States, and other nations." ****Dependent on topic of project.****

* E.2.c. (grades 6-8): "Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrants groups in Maine, the United States, and other cultures in the world." ****Dependent on topic of project.****

b. Essential Questions

- What events and/or people in Maine history have helped to develop the state we live in today?
 - Why are these events important to the current state of Maine?
 - What would it be like if there had never been this event and/or person?
 - What can we learn from this event/person?

c. Knowledge and Skills

- Some prior knowledge of Maine's history is a great help in this!
- Understanding of how plays are written and read.
- Background knowledge of video cameras and GarageBand style recording equipment.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- Students will work together to write a script that depicts one of Maine's important events or historic people. At the end, they will summarize why the event is important to the current way our state is.
- Students will perform and record the skit either using video cameras (live-action type of skit) or a computer recorder (such as GarageBand).
- Students will use planning sheets to help design their skit.
- Projects will be shown to the class at the end of the unit.

e. Quizzes, Tests, Prompts

The final project will count as a test grade.

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their pairs and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will fill a final assessment sheet on their own for their grade and one for each peer in the group.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Preset the activity by reading a play from Where the Pavement Ends: Five Native America Plays by William S. Yellow Robe or another heritage play that fits into a previous unit. Have students do a journal entry on the play. (The one provided with this lesson is a tie-in to Where the Pavement Ends: Five Native America Plays by William S. Yellow Robe.)

JOURNAL ENTRY: What type of issues does this play deal with? (Use your own words, don't simply copy what was spoken about in class.)

Do you think that it's possible that a loss of culture and/or heritage has caused the issues that the characters have dealt with in this play? Why or why not?

If a person has strong ties to their heritage could it help them with issues that they face as a man or woman? Make sure to explain your thinking through examples.

Hold a class discussion about the journal entries. Make sure to hit upon what students might feel makes up the "heritage" of Maine and how this effects Maine now.

2. Explain to students that they will be working on a project that deals with the heritage of Maine and how it has helped to form the state that we live in today. Pass out the "Heritage Play" packet. This should include a copy of the Heritage Play project introduction sheet, Script Rubric, Presentation Rubric, Work Ethic Rubric, Topic Choice Sheet, Heritage Play, and Script Outline sheets. Make sure to go over each page of the packet with the students.

3. Go over project due dates with the students, making sure that they have some decision in the process.

4. The remainder of the unit is based purely on how the teacher feels that the students are doing with the project as to how long it will go and when to give them time in class to work on it.

i. Materials and Resources

Teacher Resources

- ▶ Overhead and pre-made graph transparency for this project.
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance