

**Instructional Plan for *Woodmen in the Woods of Maine*  
Social Studies Lesson**

<b>Objectives</b> <i>Students will be able to...</i>	<b>Maine Learning Results – Social Studies</b>	<b>Activities</b>	<b>Assessments</b>
Describe and interpret Peirce’s <i>Woodmen in the Woods of Maine</i> as a representation of an important Maine industry.	<ul style="list-style-type: none"> <li>• E1 Historical Knowledge, Concepts, Themes, and Patterns a, b, c</li> </ul> Visual Arts MLR <ul style="list-style-type: none"> <li>• E2 The Arts and Other Disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions about <i>Woodmen in the Woods of Maine</i> and research about Maine industries</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Classroom charts</li> </ul>
Identify the 16 counties of Maine and understand their characteristics and industries.	<ul style="list-style-type: none"> <li>• A1 Researching and Developing Positions on Current Social Studies Issues (c, d, e, f)</li> <li>• B3 Individual, Cultural, International, and Global Connections in Civics and Government (b)</li> <li>• D2 Individual, Cultural, International, and Global Connections in Geography (a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and research</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> </ul>
Research a specific Maine industry and its role in the state economy.	<ul style="list-style-type: none"> <li>• A1 Researching and Developing Positions on Current Social Studies Issues (c, d, e, f)</li> <li>• B3 Individual, Cultural, International, and Global Connections in Civics and Government (b)</li> <li>• C1 Economic Knowledge, Concepts, Themes, and Patterns (a, b)</li> <li>• C2 Individual, Cultural, International, and Global Connections in Economics (a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and research</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Student artwork – Photomural</li> </ul>

	<ul style="list-style-type: none"> <li>• D2 Individual, Cultural, International, and Global Connections in Geography (a, b)</li> </ul>		
<p>Work collaboratively to design and produce a photomural that visually communicates knowledge and understanding of an industry in Maine.</p>	<ul style="list-style-type: none"> <li>• C1 Economic Knowledge, Concepts, Themes, and Patterns (a, b)</li> <li>• C2 Individual, Cultural, International, and Global Connections in Economics (a, b)</li> <li>• D2 Individual, Cultural, International, and Global Connections in Geography (a, b)</li> </ul> <p>Visual Arts MLR</p> <ul style="list-style-type: none"> <li>• A2 Elements of Art and Principles of Design (a, b)</li> <li>• B1 Media Skills</li> <li>• B2 Composition Skills</li> <li>• E2 The Arts and Other Disciplines</li> <li>• E5 Interpersonal Skills (a, b, c, d, e, f, g, h, i)</li> </ul>	<ul style="list-style-type: none"> <li>• Sketches of the background mural</li> <li>• Collecting costumes and props</li> <li>• Painting the mural</li> <li>• Creating the tableau to be photographed</li> </ul>	<ul style="list-style-type: none"> <li>• Student artwork <ul style="list-style-type: none"> <li>- Sketches</li> <li>- Photomural</li> </ul> </li> <li>• Self-assessment <ul style="list-style-type: none"> <li>- <i>Project checklist</i></li> <li>- <i>Project rubric</i></li> </ul> </li> <li>• Teacher checklist/rubric <ul style="list-style-type: none"> <li>- Photomural</li> </ul> </li> </ul>