

Name: _____

Date: _____

PORTFOLIO CHECKLIST***FINDING KATAHDIN: AN EXPLORATION OF MAINE'S PAST*****UNIT THREE: ECONOMY OR ENVIRONMENT: WHICH COMES FIRST?**

I. Choose four of the items listed below that represent your best work to include in your Unit Three portfolio. You must choose two items from each chapter. Identify the items you choose by filling in the triangle next to them.

A. From Chapter Seven:

- Your local mini-census and response to the question: How heavily does our community's economy rely on Maine's natural resources?
- Your Graveyard biography.
- Your collected folksong and interview.
- Your written analysis of the game Lobster Roll, and the relationship between resource management and Maine's economy.
- Other: _____

B. From Chapter Eight:

- Your Opinion Paper on clearcutting.
- Your drawing of your own community, now and 100 years in the future.
- Your research paper on a current conflict between Maine's economy and environment.
- Other: _____

II. Choose one of the assignments listed below to complete as your final project for Unit Two. Make sure you get your teacher's approval before beginning your project.

• **Essay:** During the nineteenth century, when Maine's population was growing rapidly, industry grew as well. People began to notice that the natural resources they had taken for granted were not necessarily unlimited. Today, we face many of the same questions. Write a 2-3-page essay discussing the ways that Mainers used and/or abused their resources in the nineteenth century. How did Maine's natural resources affect its economy? How did the economy affect its natural resources? Which should take priority, the economy or the environment? Should it be a balance? Why?

• **A Visual History of Work and Workers in Maine:** In colonial times, work and home life were integrated. As the nineteenth century wore on, though, work and home life became more and more segregated. Women began working outside of the home, and more and more men worked in shops, mills, and offices rather than on their own property. What kinds of work did people do in the nineteenth century? When did they do it? Who did the work? How has work changed since then? Put together a visual history of work and workers in Maine that addresses these questions. Find or make your own illustrations, and paste them onto poster board or into a small book format. Make your pictures tell a story. Next to each picture, write a paragraph that explains the picture and helps tell the history.