

Fifth Grade Social Studies Curriculum

Unit: 1. Geography and the Age of Exploration	Time: September/October	Standards:
Essential Questions	Enduring Understandings	<p>6.1.8.B.1.a: Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.B.1.b: Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.a: Evaluate the impact of science, religion, and technology innovations on European exploration.</p>
<ul style="list-style-type: none">• Lesson #1: What can geography teach us about the United States?• Lesson #4: What did explorers take to and from the New World during the Age of Exploration?• Lesson #5: How did exploration of the Americas lead to settlement?	<ul style="list-style-type: none">• I know that geography is vital to where we choose to live and how our physical surroundings affect our lives.• I can identify the artifacts that might have been found on ships that sank during the Age of Exploration.• I can explain that European explorers each had their own reasons for coming to the New World.	Other Assessments <ul style="list-style-type: none">✓ State/Capitals Geography quizzes✓ Student Interactive Notebook✓ Teacher Observations
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT write an early exploration log from the point of view of an explorer returning to Europe from a trip to the New World. The log will explain why you explored the Americas, technology that helped you, an item you are bringing back, observations of the Americas, and any facts you learned. (6.1.8.B.a), (6.1.8.B.1.b), (6.1.8.C.1.a)➤ SWBAT use a map of North America to trace and label the routes of the explorers. They will be able to rank each explorer’s impact on history. (6.1.8.B.1.a), (6.1.8.B.1.b)➤ SWBAT use Columbus’s journal to create a short skit showing the interaction between Columbus’ crew and the American natives during first contact. (6.1.8.B.1.a), (6.1.8.B.1.b)	Materials <ul style="list-style-type: none">• Interactive Student Notebooks• Geography Challenge Questions• State Capitals Challenge• Chromebooks• Google Classroom• Variety of websites/videos	

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- **Lesson #1**
 1. **Preview:** Explore the difference between relative and absolute locations.
 2. **Activity:** Use geography skills to complete a series of challenges. Identify physical features and use map tools to find locations.
 3. **Vocabulary:** Review vocabulary terms- climate, compass, geography, globe, government
 4. **Processing:** Create Geography Challenge Questions and play a game that tests geography skills and knowledge.
- **Lesson #4:**
 1. **Preview:** List tools used to plan and take a family trip and the problems they might experience without these tools.
 2. **Activity:** Take on the role of underwater archaeologists to examine objects from an explorer's ship, then categorize the objects.
 3. **Reading Further:** Act out four key events of the time period.
 4. **Vocabulary:** Review vocabulary terms- Age of Exploration, the Americas, archeologist, astrolabe
 5. **Processing:** Write an entry in an exploration log.
- **Lesson #5:**
 1. **Preview:** Discuss situations in which people have different views of a single experience. Relate these ideas to the Age of Exploration.
 2. **Activity:** Use an illustrated matrix to organize information about each explorer. Play a game answering questions about the explorers.
 3. **Reading Further:** Discuss the role ships played in New World exploration and write news reports on the struggle between France and Spain over Florida.
 4. **Vocabulary:** Review vocabulary terms- colony, conquistador, contagious disease, East Indies, Northwest Passage
 5. **Processing:** Use a map of North America to trace and label the routes of the explorers. Rank each explorer's impact on history.
 6. **Activity:** Create a Columbian Exchange Table/Map showing the triangular trade and products that were traded.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students use the content studied in the lesson to create their own country. Explain that the country must be located in a longitude and latitude that is not already occupied by another country. Require students to place the country in the correct location on a world map, and then ask students to create a physical map of the country. Require that the country contain at least eight of the geographic features discussed in class. These features should be clearly depicted, labeled, and named.
- Have students research the navigational tools that explorers used during the Age of Exploration. These tools may include maps, the astrolabe, the compass, as well as charts, the cross-staff, and the lead line. Have students create an illustrated timeline indicating when these tools were first used.
- Have students research the exchange that began between Europe and the Americas with the voyage of Columbus. What European items, including tools, foods, animals, ideas, and diseases, did explorers introduce to American Indians? What items, such as foods, ideas, and diseases, did European explorers bring home from the Americas? Students should also find out what role Africa played in the Columbian Exchange.

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Suggested Websites

- <http://www.sheppardsoftware.com>
- <http://geology.com/state-map/>
- <http://www.heritage.nf.ca/exploration/navigate.html>
- <http://www.enchantedlearning.com/explorers/1500a.shtml>
- www.Brainpop.com
- www.teachtci.com
- www.discoveryeducation.com

Suggested Materials

- Smartboard
- Document Camera
- Storyworks
- Time for Kids

Cross-Curricular Connections

21st Century Skills:

CRP5: Consider the environment, social, and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

Technology

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

SEL

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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Unit: 2. Cooperation and Conflict in North America	Time: November/December	Standards:
Essential Questions <ul style="list-style-type: none">• Lesson #6: What challenges faced the first English colonies?• Lesson #7: How were the three colonial regions alike and different?• Lesson #8: What was the impact of slavery on Africans?	Enduring Understandings <ul style="list-style-type: none">• I know that the early settlers faced many difficulties due to not enough food, illness, etc.• I know that the three regions had many similarities and differences in geography, natural resources, and government.• I know that people who lived in West Africa had harsh lives with many difficulties.	<p>6.1.8.A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.c: Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era</p> <p>6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.C.1.b. Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.C.2.a. Compare the practice of slavery and indentured servitude in Colonial labor systems</p> <p>6.1.8.C.2.c. Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.C.3.c. Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country</p>

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6.1.8.D.2.a. Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Benchmark Assessment(s)

- **SWBAT create act-it-acts that show why settlers came, the hardships they endured, and reasons each settlement succeeded or failed.** (6.1.8.B.2.a), (6.1.8.D.1.b)
- **SWBAT create a real estate advertisement for either the Jamestown or the Plymouth settlement.** (6.1.8.D.2.b)
- **SWBAT create a billboard for a British colony to persuade other students to settle in the colony.** (6.1.8.A.2.a)
- **SWBAT write a letter from the perspective of someone moving to one of the colonies.** (6.1.8.B.2.a)
- **SWBAT write a three-paragraph essay explaining different ways that slaves responded to their new lives.** (6.1.8.A.1.a), (6.1.8.A.2.c), (6.1.8.C.1.b), (6.1.8.C.2.a), (6.1.8.C.2.c), (6.1.8.C.3.c), (6.1.8.D.2.a)

Other Assessments

- ✓ Student Interactive Notebook
- ✓ Teacher Observations

Materials

- Interactive Student Notebooks
- Handout: Directions for Act-It-Outs
- Handout: Steps for Preparing a Colonial Billboard
- Poster Paper
- Colored Markers
- DVD Schlessinger Jamestown Colony
- DVD Schlessinger Plimoth Colony

SUGGESTED ACTIVITIES

- **Lesson #6:**
 1. **Preview:** Write a few paragraphs describing the challenges you might face in attending school in another country.
 2. **Activity:** Create act-it-outs that show why settlers came, the hardships they endured, and reasons each settlement succeeded or failed.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.

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3. **Reading Further:** Identify events that led to King Philip's War and analyze how the war affected American Indians and English settlers in New England.
 4. **Vocabulary:** Review vocabulary terms- colonist, democratic, Jamestown, Mayflower Compact, monarchy
 5. **Processing:** Create a real estate advertisement for either the Jamestown or the Plymouth settlement.
 6. **Activity:** Watch Schlessinger DVD. Discuss with groups essential questions about why colonists came and how they lived.
- **Lesson #7:**
 1. **Preview:** Analyze how a billboard persuades people to do something.
 2. **Activity:** Create a billboard for a British colony to persuade other students to settle in your colony. Evaluate the claims of each group.
 3. **Reading Further:** Compare and contrast the job opportunities of young colonists in each region.
 4. **Vocabulary:** Review vocabulary terms- apprentice, assembly, economy, grant
 5. **Processing:** Synthesize your knowledge to write a letter from the perspective of someone moving to one of the colonies.
 - **Lesson #8 (Amistad Lesson):**
 1. **Preview:** Analyze an image of a slave auction.
 2. **Activity:** Examine images and read about how Africans responded to enslavement in West Africa, during the Middle Passage, and in the colonies.
 3. **Reading Further:** Identify some aspects of life for enslaved Africans and consider the ways in which plantation owners responded to these activities.
 4. **Vocabulary:** Review vocabulary terms- Middle Passage, overseer, slave auction, slave trade, spiritual, triangular trade
 5. **Processing:** Write a three-paragraph essay explaining different ways that slaves responded to their new lives.

- **Students can pair-up with a partner to share answers to various lesson activities.**

ENRICHMENT

- Have students research the Jamestown Rediscovery Project, the archaeological excavation of Fort Jamestown. Tell them to find out what new geographic information has been learned from this project. Students should identify five new artifacts found at the excavation site and what these artifacts reveal about life at Fort Jamestown. Then they should use the information to create a poster.
- Have students research Benjamin Franklin. Have students look for biographical information as well as information about the businesses he was involved in. Have students use this information either to create a pamphlet highlighting five secrets of Franklin's business success.
- Have students find out more about the triangular trade. They should prepare a brief report to answer these questions: *How did this trade affect the economy and the way of life of each continent? How did this trade make Europe, West Africa, and the Americas dependent on one another? What goods were bought and sold at different places along the trade routes? What people, raw materials, and manufactured goods were exchanged?*

Suggested Websites

- <http://www.plimoth.org>
- <https://www.kids.nationalgeographic.com>

Suggested Materials

- Smartboard
- Document Camera
- Storyworks
- Time for Kids

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- <http://www.timepage.org/spl/13timeline.html>
- <http://www.pbs.org/wgbh/aia/part1/1p277.html>
- www.Brainpop.com
- www.teachtci.com
- www.discoveryeducation.com

Cross-Curricular Connections

21st Century Skills

CRP5: Consider the environment, social, and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

Technology

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

SEL

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

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Language Arts or Math

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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Unit: 3. The Road to War	Time: January	Standards:
Essential Questions <ul style="list-style-type: none">• Lesson #10: What British actions angered the colonists in the 1700s?• Lesson #11: What were the arguments for and against colonial independence from Great Britain?• Lesson #12: What are the main ideas in the Declaration of Independence?	Enduring Understandings <ul style="list-style-type: none">• I can explain events from 1754 to the end of 1774 that created tensions between the colonies and Great Britain.• I can explain the arguments about independence from Great Britain from the Loyalists point of view and the Patriots point of view.• I know that the Declaration of Independence explained why the colonists wanted to form a separate nation.	<p>6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.D.3.a. Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT work as a group to represent the six historical figures in a panel debate between Loyalists and Patriots. (6.1.8.D.3.a)➤ SWBAT create a skit to represent key excerpts from the Declaration of Independence. (6.1.8.A.3.a),➤ SWBAT create a historical plaque to illustrate the issues facing Jefferson as he drafted the Declaration of Independence. (6.1.8.D.3.b)	Other Assessments <ul style="list-style-type: none">✓ TCI Assignments in each lesson✓ TCI Lesson Assessments✓ Student Interactive Notebook✓ Teacher Observations Materials <ul style="list-style-type: none">• Interactive Student Notebook• Handout: PTA Memo• Handout A: Preparing for the Panel Debate• Handout B: Masks• Crayon• Scissors• String	

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SUGGESTED ACTIVITIES

- **Lesson #10:**
 1. **Preview:** Discuss an instance in which an adult has given you an order.
 2. **Activity:** Connect metaphors, such as a principal-class conflict, to colonists' frustration with British legislative acts.
 3. **Reading Further:** Learn about King George III and how his point of view differed from that of the colonists.
 4. **Vocabulary:** Review vocabulary terms- act, boycott, delegate, First Continental Congress, import, massacre
 5. **Processing:** Analyze a verse in a 1776 ballad and write a new verse about a historical event described in the lesson.
- **Lesson #11:**
 1. **Preview:** Examine the role of government in your lives and identify Patriot and Loyalist views about Great Britain's rule of the colonies.
 2. **Activity:** Work as a group to represent the six historical figures in a panel debate between Loyalists and Patriots.
 3. **Reading Further:** Practice presenting part of Patrick Henry's most famous speech and create your own Patriot and Loyalist rallying cries.
 4. **Vocabulary:** Review vocabulary terms- independence, neutral, resolution, tyrant
 5. **Processing:** Write a letter supporting and disputing the views of Patriots and Loyalists.
 6. Write a letter to King George as an American Patriot discussing why you feel the need for separation from English control.
- **Lesson #12:**
 1. **Preview:** Identify well-known people of today who influence you.
 2. **Activity:** Create a skit to represent key excerpts from the Declaration of Independence.
 3. **Reading Further:** Examine Jefferson's words and actions regarding slavery.
 4. **Vocabulary:** Review vocabulary terms- Declaration of Independence, equality, Second Continental Congress, militia, Minuteman
 5. **Processing:** Create a historical plaque to illustrate the issues facing Jefferson as he drafted the Declaration of Independence.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students research the use of newspapers such as *The Boston Gazette* to spread the news about the issues leading to the Revolutionary War. Using poster paper, create a one-page newspaper dated in the year of 1775. The newspaper might include letters to the editor from a Loyalist and a Patriot, a report on a letter from a Committee of Correspondence about events in another colony, an interview with a well-known person of the time, or an article reporting recent problems that might lead to war.
- Have each student research one of the men who signed the Declaration of Independence. They should identify why the man was chosen to participate and how he felt about the colonies separating from Great Britain. Conduct a signing ceremony for the Declaration of Independence and have each student role-play his or her historical figure and explain, in a short speech before signing, why he is supporting the document.

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Suggested Websites

- www.mission-us.org
- <http://www.bostonmassacre.net/timeline.htm>
- <http://www.history.org/Almanack/people/bios/biohen.cfm#speech>
- http://www.nps.gov/parkhistory/online_books/declaration/bioa.htm
- www.Brainpop.com
- www.teachtci.com
- www.discoveryeducation.com

Suggested Materials

- Smartboard
- Document Camera
- Storyworks
- Time for Kids

Cross-Curricular Connections

21st Century Skills

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Language Arts or Math

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Unit: 4. The American Revolution and the Development of the U.S. Constitution

Time: February/March

Standards:

Essential Questions

- Lesson #13: How did the colonists win the American Revolution?
- Lesson #14: What are the key features of the U.S. Constitution?
- Lesson #15: What are the basic rights and freedoms of the American people?

Enduring Understandings

- **I know that the colonists won the American Revolution because they had a stronger motivation to win and they could fight a defensive war.**
- **I can explain the key factors of the U. S. constitution and know that the government was split into three branches.**
- **I know that the Bill of Rights protect the rights and liberties of the American people.**

6.1.8.A.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d. Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.g. Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.B.3.b. Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.B.3.c. Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.D.3.c. Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

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6.1.8.D.3.d. Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.f. Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Benchmark Assessment(s)

- **SWBAT design a historical marker to commemorate the factors that helped colonists win the war.** (6.1.8.B.3.c), (6.1.8.D.3.c), (6.1.8.D.3.d), (6.1.8.D.3.f)
- **SWBAT play a game in which you decide which branch or branches of government will resolve a series of situations.** (6.1.8.A.3.d), (6.1.8.B.3.b)
- **SWBAT create living scenes to represent the Bill of Rights.** (6.1.8.A.3.b), (6.1.8.A.3.c)
- **SWBAT apply knowledge of the Bill of Rights to determine whether four actions are legal or illegal.** (6.1.8.A.3.g)

Other Assessments

- ✓ TCI Assignments in each lesson
- ✓ TCI Lesson Assessments
- ✓ Student Interactive Notebook
- ✓ Teacher Observations

Materials

- Interactive Student Notebook
- Strip of Cloth
- Book
- Pencils
- Scissors
- Glue
- Rope about 40 ft long
- Handout A: Constitutional Power Cards
- Handout B: Illustrations for Constitutional Power Cards
- Handout C: Constitutional Situations
- Handout: Creating Living Scenes for the Bill of Rights
- Bedsheet

SUGGESTED ACTIVITIES

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REINFORCEMENT

- Lesson #13:
 1. Preview: Examine how your emotions are related to your personal connection to an event
 2. Activity: Play a game of tug-of war to learn about the American Revolution. Discover factors that helped Americans pull their way to victory.
 3. Reading Further: Identify the roles that women, slaves, and American Indians played in the war.
 4. Vocabulary: Review vocabulary terms- enlist, home front, mercenary, revolution, strategy
 5. Processing: Design a historical marker to commemorate the factors that helped colonists win the war.
- Lesson #14:
 1. Preview: Work out a compromise with students of differing opinions.
 2. Activity: Play a game in which you decide which branch or branches of government will resolve a series of situations.
 3. Reading Further: Identify issues on which the delegates at the Constitutional Convention agreed and disagreed.
 4. Vocabulary: Review vocabulary terms- Articles of Confederation, cabinet, constitution, Constitutional Convention
 5. Processing: Summarize a newspaper article about a federal government action.
- Lesson #15:
 1. Preview: Consider the freedoms enjoyed in this country.
 2. Activity: Create tableaux vivants, or living scenes, to represent the Bill of Rights. Classmates try to determine which amendment is depicted.
 3. Reading Further: Summarize the points of view of participants in a Supreme Court decision that extended the protections of freedom of speech to students.
 4. Vocabulary: Review vocabulary terms- amendment, appeal, Bill of Rights, civil
 5. Processing: Apply knowledge of the Bill of Rights to determine whether four actions are legal or illegal.
 6. Play an online law game focusing on defense of the Bill of Rights.

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students further investigate some of the important battles that led to the American colonists' victory over the British. Encourage students to identify basic information about their chosen battle as well as any military plans that led to the victory. Have students create a visual to explain the battle and then deliver to classmates an "on-the-scene" news report about the battle.
- Have students research two other legal cases concerning freedoms protected by the Bill of Rights. From the information gathered in their research, students should pick three artifacts that they might put in a museum to celebrate the Bill of Rights. For each artifact, students should summarize how it shows the importance of the Bill of Rights in our country.

Suggested Websites

- http://www.pbs.org/ktca/liberty/perspectives_military.html
- <http://www.usconstitution.net/constkids4.html>
- <http://www.billofrightsinstitute.org/engage/student-resources/bill-of-your-rights-song/>
- <http://www.icivics.org>
- www.brainpop.com
- www.teachci.com

Suggested Materials

- Smartboard
- Document Camera
- Storyworks
- Time for Kids

Fifth Grade Social Studies Curriculum

- www.discoveryeducation.com

Cross-Curricular Connections

21st Century Skills

CRP5: Consider the environment, social, and economic impacts of decisions.

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Technology

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SEL

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Language Arts or Math

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Fifth Grade Social Studies Curriculum

Unit: 5. Life and the Westward Expansion in the Young Republic	Time: April	Standards:
Essential Questions <ul style="list-style-type: none">• Lesson #18: How did the expansion of the United States affect people inside and outside the country?• Lesson #19: What drew new settlers to the western part of the United States in the 1800s?	Enduring Understandings <ul style="list-style-type: none">• I know that many Americans believed that it was their manifest destiny to spread their way of life across the country, but the desire for land led to deadly conflicts with the American Indians and Mexico.• I know that people came to the West in search of land, wealth, and freedom.	6.1.8.A.4.a. Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. 6.1.8.B.3.a. Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. 6.1.8.B.4.a. Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 6.1.8.B.4.b. Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT act as settlers migrating to western territories and create an annotated map showing how each territory became part of the United States. (6.1.8.A.4.a) , (6.1.8.A.4.b) , (6.1.8.B.3.a) , (6.1.8.B.4.a) , (6.1.8.B.4.b)➤ SWBAT write a journal from the point of view of a pioneer heading West.	Other Assessments <ul style="list-style-type: none">✓ TCI Assignments in each lesson✓ TCI Lesson Assessments✓ Student Interactive Notebook✓ Teacher Observations Materials <ul style="list-style-type: none">• Interactive Student Notebook• Handout: Preparing an Interactive Dramatization	

Fifth Grade Social Studies Curriculum

- Chromebooks
- Google Classroom

SUGGESTED ACTIVITIES

REINFORCEMENT

- Lesson #18:
 1. Preview: Explore how the U.S. expansion might be viewed differently by Americans than by those already settled in the western lands.
 2. Activity: Act as settlers migrating to western territories. Create an annotated map showing how each territory became part of the United States.
 3. Reading Further: Students write about leaving home, first as themselves and then as Cherokees.
 4. Vocabulary: Review vocabulary terms- acquisition, annex, boundary, cede
 5. Processing: Create comic-book panels to show how different groups of people viewed westward expansion.
- Lesson #19
 1. Preview: Create a bar graph to show how long members of the class have lived in our community and how many times they have moved
 2. Activity: Create interactive dramatizations about the experiences of westerners.
 3. Reading Further: Read about author Laura Ingalls Wilder and the experiences of homesteaders in the late 1800s.
 4. Vocabulary: Review vocabulary terms- California, claim, forty-niner, immigrant, missionary, Mormon
 5. Processing: Create three facial drawings and speech bubbles to represent the points of view of three groups who lived in the West in the 1800s.

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students research how the diverse peoples of the West obtained the supplies they needed, most specifically focusing on trading posts and general stores. Have students create a poster advertisement that might have been seen in a store out West. The poster should include at least two items that would be needed by each of the groups discussed in the lesson. Students should include a short written explanation on the uses of all the items listed on the poster.

Suggested Websites

- www.mission-us.org
- <http://www.monticello.org/jefferson/lewisandclark/index.html>
- <http://www.historyglobe.com/ot/otmap1.htm>
- www.Brainpop.com
- www.teachtci.com
- www.discoveryeducation.com

Suggested Materials

- Smartboard
- Document Camera
- Storyworks
- Time for Kids

Cross-Curricular Connections

21st Century Skills

CRP5: Consider the environment, social, and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

SEL-Demonstrate an awareness of the differences among individuals, groups and Others' cultural backgrounds.

Demonstrate an understanding of the need for mutual respect when viewpoints differ. Utilize positive communication and social skills to interact effectively with others.

Fifth Grade Social Studies Curriculum

Technology

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic Information sources to complete a variety of tasks.

Language Arts – RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Unit: 6. From the Civil War to Today

Time: May/June

Standards:

Essential Questions

- Lesson #20: What factors helped drive apart the North and the South in the mid-1800s?
- Lesson #21: What factors contributed to the outcome of the Civil War?

Enduring Understandings

- I know that the North and South were fiercely divided over the spread of slavery which led to the Civil War.
- I know that the North's victory made the United States one country again and brought an end to slavery.

6.1.8.B.5.a: Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c. Examine the roles of women, African Americans, and Native Americans in the Civil War.

Benchmark Assessment(s)

- **SWBAT use a metaphor about a brother and sister who disagree, to create a storybook to reflect the tensions between the North and the South.** (6.1.8.B.5.a), (6.1.8.D.5.a)
- **SWBAT write a letter from the point of view of a Civil War soldier.** (6.1.8.D.5.b), (6.1.8.D.5.c)

Other Assessments

- ✓ TCI Assignments in each lesson
- ✓ TCI Lesson Assessments
- ✓ Student Interactive Notebook
- ✓ Teacher Observations

Materials

- Interactive Student Notebook
- Scrap paper
- Chromebooks
- Google Classroom

Fifth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- Lesson #20
 1. Preview: Choose a strategy for dealing with a dispute with a sibling.
 2. Activity: Use a metaphor about a brother and sister who disagree, to create a storybook to reflect the tensions between the North and the South.
 3. Reading Further: Predict how Uncle Tom's Cabin affected the slavery debate.
 4. Vocabulary: Review vocabulary terms- abolitionist, Civil War, Confederacy, free state, secede
 5. Processing: Write a newspaper editorial about slavery, from either the Northern or the Southern point of view.
 6. Read the picture book *Pink and Say* (Patricia Polacco)
- Lesson #21
 1. Preview: Share what you know about the U.S. Armed Forces.
 2. Activity: Visit five sites at the battlefield at Gettysburg in July 1863. Write a eulogy honoring those who fought and died during the Civil War.
 3. Reading Further: Examine positive and negative changes in the lives of Southern African Americans after the Civil War.
 4. Vocabulary: Review vocabulary terms- draft, Emancipation Proclamation, Gettysburg, technology, Reconstruction, sharecropping
 5. Processing: Write a letter from the point of view of a Civil War soldier.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students research Frederick Douglass and his abolitionist newspaper North Star. Have students create their own abolitionist newspaper that includes articles written from the perspective of an African American in that time period.
- Research the roles children played in helping their cause during the Civil War. Explain that the Civil War is often called "The Boy's War" because children as young as age 12 were involved in a variety of ways. Many of these children ran away from home to participate. Using information learned from the research, write a letter from a boy who has joined the war effort to a friend at home, describing his experiences and how he feels about them.

Suggested Websites

- www.Brainpop.com
- www.teachinci.com
- www.discoveryeducation.com
- www.mission-us.org

Suggested Materials

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- Storyworks
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Fifth Grade Social Studies Curriculum

Cross-Curricular Connections

21st Century Skills

CRP5: Consider the environment, social, and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

Technology

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

SEL

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Utilize positive communication and social skills to interact effectively with others.

Language Arts or Math

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.