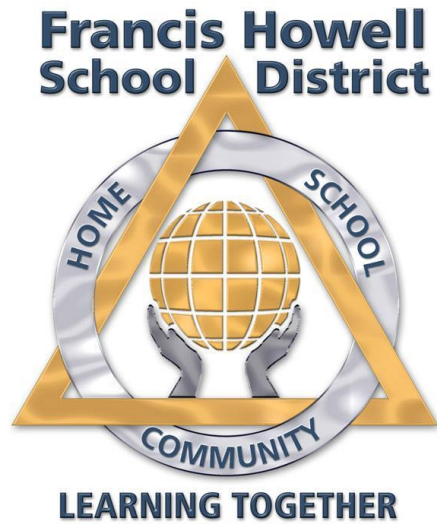


# FHSD Fifth Grade Social Studies Curriculum



**Board Approved:**

# Francis Howell School District

## Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

## Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

## Values

Francis Howell School District is committed to:

*High Expectations*

*Continuous Improvement*

*Engagement, Collaboration, and Partnerships*

*Innovation*

*Safety*

*Trust, Respect, and Inclusiveness*

*Customer Service and Satisfaction*

*Accountability and Transparency*

## Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## **Social Studies Graduate Goals**

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

- **Civics:** To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- **Government:** To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- **History:** To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- **Geography:** To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- **Economics:** To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies

## **Course Rationale**

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

# **Fifth Grade Social Studies Curriculum Team**

## **Curriculum Committee**

Cory Carpenter  
Morgan Eubank  
Kelsey Mueller  
Kristen Phillips

Independence Elementary  
Warren Elementary  
Fairmount Elementary  
Central Elementary

Elementary Content Leader  
Director of Curriculum and Assessment  
Chief Academic Officer  
Superintendent

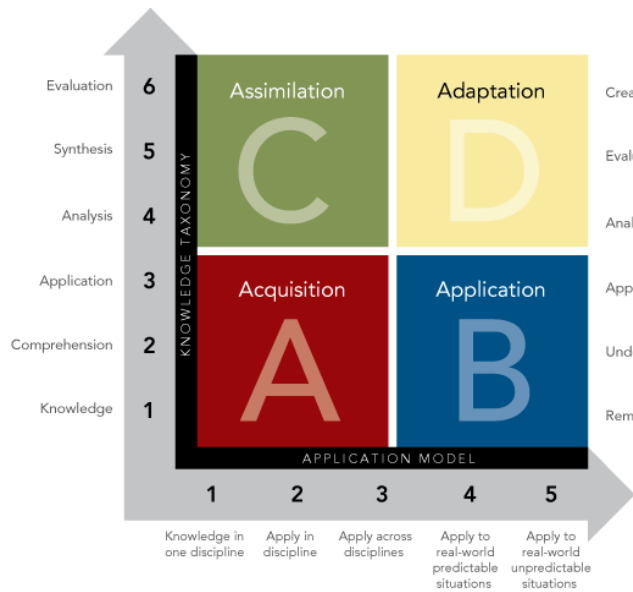
Dr. Carrie Hepburn  
David Brothers  
Dr. Nathan Hoven  
Dr. Mary Hendricks-Harris

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## ***Rigor and Relevance Framework***

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

### **Standards**

Standards aligned to this course can be found:

#### **[Social Studies Standards](#)**

#### **Missouri Learning Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

#### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

## Units & Standards Overview

**Semester 1**   **Semester 2**

<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>	<b>Unit 4:</b>
<p>In this unit, students will use geographic tools to understand the world. They will practice with multiple sources to understand the concept of absolute and relative location as well as identifying the five U.S. regions. Students will understand the settlement and diversity among Native American tribes before Europeans arrived. After exploring the different concepts of geography, map skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an interactive map detailing location, resources, culture, and interactions.</p>	<p>In this unit, students will explore economic concepts and understand they can have a positive and/or negative effect on society. Students will also study various motivations explorers had for exploration of the New World and how groups were affected by exploration.</p>	<p>In this unit, students will learn about how democracy in our country was established to protect citizens rights. Also, they will know groups are formed around common ideas and be able to recognize and respect perspective of groups and individuals.</p>	<p>In this unit, students will understand the costs and benefits of territorial expansion. Students will also learn the causes and effects of the Civil War and Reconstruction. They will also understand how advances in technology played a role in societal change.</p>
PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:
After exploring the different concepts of geography, map	After exploring the New World ... Students will be given the	After exploring the different concepts of government and	After unwrapping the causes and consequences of the Civil



<p>skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an infographic map detailing location, resources, culture, and interactions.</p> <ul style="list-style-type: none"> <li>• Students work in small groups or partnerships</li> <li>• Groups will pick a region for their tribe</li> <li>• Use previous learning and additional research to create specific characteristics for their tribe based on region.</li> <li>• Examples may include: <a href="#">(Guiding Questions)</a> <ul style="list-style-type: none"> <li>○ Region -(Focus on present day 5 Regions)</li> <li>○ Climate</li> <li>○ Resources</li> <li>○ Housing/Clothing</li> <li>○ Traditions/Ceremonies</li> <li>○ Neighboring tribes (friend or foe?)</li> </ul> </li> <li>• Groups will create an infographic map to present their information <ul style="list-style-type: none"> <li>○ <a href="#">Examples</a> of infographic maps</li> <li>○ Students could also you MyMaps in Google to create their presentation.</li> </ul> </li> </ul>	<p>following prompt, <i>The time is 1735 and you are in London England. A population explosion in England has left little available space throughout the country. The people are running the risk of starving because they are unable to grow and import enough food. There is plenty of room in the 13 American colonies, but with little information available, people are hesitant to move there. The King has asked <b>You</b> to create an advertisement of some sort about your colony, in hopes of attracting more people to move there.</i></p> <ul style="list-style-type: none"> <li>• Students work in small groups or partnerships</li> <li>• Groups will pick a colony</li> <li>• Use previous learning and additional research to create their colony advertisement.</li> <li>• Students will create a poster, display or online presentation (for example Google Slides) advertising one colony.</li> <li>• Students will present their information to the class.</li> <li>• Audience will act as colonists and ask questions/give feedback</li> </ul>	<p>the establishment of democracy in the United States, students will participate in a socratic seminar. Students will showcase their mastery of the standards by actively listening, participating, and responding to discussion prompts.</p> <p>Important note: Students should be given discussion prompts prior to the seminar to prepare their answers and come up with additional talking points. Students should be encouraged to research and/or bring information learned in the unit to support their thinking.</p> <ul style="list-style-type: none"> <li>• Socratic Seminar Explained: <a href="#">7 Steps to a Socratic Seminar</a> <ul style="list-style-type: none"> <li>○ Teacher will divide class into two groups (inside and outside circles)</li> <li>○ Inside circle will discuss first while outside circle listens and responds. Circles should switch roles about half way through the period.</li> </ul> </li> <li>• Teacher will use, but</li> </ul>	<p>War and the Reconstruction era, students will create a journalism artifact showcasing one important person, one major battle, one consequence, and one revolutionizing technology advancement of the time period.</p> <ul style="list-style-type: none"> <li>• Students can use a variety of publishing tools (newspaper frontpage, iMovie news broadcast, google site, etc.) <ul style="list-style-type: none"> <li>■ <a href="#">newspaper template</a></li> </ul> </li> <li>• Students will use information learned throughout the unit and possibly additional research to showcase the information.</li> <li>• Teachers may choose to make this an individual or partner/group project.</li> </ul> <p><b>Performance:</b> Scoring Guide: Rubric</p>
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<p><b>Scoring Guide:</b> Unit 1 Performance Task</p>	<p>to the presenting group. Teachers should allow students time to improve their product based on their feedback prior to turning in.</p> <p><b>Scoring Guide:</b> <i>Unit 2 Performance Task</i></p>	<p>not limited to, Unit 3 Essential Questions to drive discussion in the seminar.</p> <ul style="list-style-type: none"> <li>○ Why did the Founding Fathers chose democracy?</li> <li>○ Why is it important for individuals to have a voice in government?</li> <li>○ What impacts an individual's choice in belonging to a group?</li> <li>○ How does conflict arise from social and economic differences?</li> <li>● While inside circle is responding, outside circle is listening and taking notes about their partner's participation in discussion using <a href="#">peer feedback form</a>.</li> <li>● Halfway through the period circles will switch roles.</li> <li>● Teacher serves as an observer and only intervene in discussion when students are unable to drive it further.</li> </ul> <p><b>Scoring Guide:</b> Unit 3 Assessment Rubric</p>	
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## Course Map

	Unit Description	Performance Event Summary	PE Standards
<p><b>Unit 1: Native Americans &amp; Geography</b></p> <p><b>4 weeks</b></p>	<p>In this unit, students will use geographic tools to understand the world. They will practice with multiple sources to understand the concept of absolute and relative location as well as identifying the five U.S. regions. Students will understand the settlement and diversity among Native American tribes before Europeans arrived. After exploring the different concepts of geography, map skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an interactive map detailing location, resources, culture, and interactions.</p>	<p>After exploring the different concepts of geography, map skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an infographic map detailing location, resources, culture, and interactions.</p> <ul style="list-style-type: none"> <li>● Students work in small groups or partnerships</li> <li>● Groups will pick a region for their tribe</li> <li>● Use previous learning and additional research to create specific characteristics for their tribe based on region.</li> <li>● Examples may include: <a href="#">(Guiding Questions)</a> <ul style="list-style-type: none"> <li>○ Region -(Focus on present day 5 Regions)</li> <li>○ Climate</li> <li>○ Resources</li> <li>○ Housing/Clothing</li> <li>○ Traditions/Ceremonies</li> <li>○ Neighboring tribes (friend or foe?)</li> </ul> </li> <li>● Groups will create an infographic map to present their information           <ul style="list-style-type: none"> <li>○ <a href="#">Examples</a> of infographic maps</li> <li>○ Students could also you MyMaps in Google to create their presentation.</li> </ul> </li> </ul> <p><b>Scoring Guide:</b>  <a href="#">Unit 1 Performance Task</a></p>	<p>5.TSSI.7.B            5.TSSI.7.D            ISTE 3</p>

<p><b>Unit 2: Settlement Colonists</b></p> <p><b>4 weeks</b></p>	<p>In this unit, students will explore economic concepts and understand they can have a positive and/or negative effect on society. Students will also study various motivations explorers had for exploration of the New World and how groups were affected by exploration.</p>	<p>After exploring the New World ... Students will be given the following prompt, <i>The time is 1735 and you are in London England. A population explosion in England has left little available space throughout the country. The people are running the risk of starving because they are unable to grow and import enough food. There is plenty of room in the 13 American colonies, but with little information available, people are hesitant to move there. The King has asked <b>You</b> to create an advertisement of some sort about your colony, in hopes of attracting more people to move there.</i></p> <ul style="list-style-type: none"> <li>● Students work in small groups or partnerships</li> <li>● Groups will pick a colony</li> <li>● Use previous learning and additional research to create their colony advertisement.</li> <li>● Students will create a poster, display or online presentation (for example Google Slides) advertising one colony.</li> <li>● Students will present their information to the class.</li> <li>● Audience will act as colonists and ask questions/give feedback to the presenting group. Teachers should allow students time to improve their product based on their feedback prior to turning in.</li> </ul> <p><b>Scoring Guide:</b> <a href="#">Unit 2 Performance Task</a></p>	<p>5.USH.3a 5.ECP.4.A 5.ESG.5.C 5.TSSI.7.A 5.TSSI.7.G</p>
<p><b>Unit 3: Government</b></p> <p><b>4 weeks</b></p>	<p>In this unit, students will learn about how democracy in our country was established to protect citizens rights. Also, they will know groups are formed around common ideas and be able to recognize and respect perspective of groups and individuals.</p>	<p>After exploring the different concepts of government and the establishment of democracy in the United States, students will participate in a socratic seminar. Students will showcase their mastery of the standards by actively listening, participating, and responding</p>	<p>5.PR.1.A 5.TSSI.7.G</p>

		<p>to discussion prompts.</p> <p>Important note: Students should be given discussion prompts prior to the seminar to prepare their answers and come up with additional talking points. Students should be encouraged to research and/or bring information learned in the unit to support their thinking.</p> <ul style="list-style-type: none"><li>● Socratic Seminar Explained: <a href="#">7 Steps to a Socratic Seminar</a><ul style="list-style-type: none"><li>○ Teacher will divide class into two groups (inside and outside circles)</li><li>○ Inside circle will discuss first while outside circle listens and responds. Circles should switch roles about half way through the period.</li></ul></li><li>● Teacher will use, but not limited to, Unit 3 Essential Questions to drive discussion in the seminar.<ul style="list-style-type: none"><li>○ Why did the Founding Fathers chose democracy?</li><li>○ Why is it important for individuals to have a voice in government?</li><li>○ What impacts an individual's choice in belonging to a group?</li><li>○ How does conflict arise from social and economic differences?</li></ul></li><li>● While inside circle is responding, outside circle is listening and taking notes about their partner's participation in discussion using <a href="#">peer feedback form</a>.</li><li>● Halfway through the period circles will switch roles.</li><li>● Teacher serves as an observer and only intervene in discussion when students are unable to drive it further.</li></ul>	
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		<b>Scoring Guide:</b> <a href="#">Unit 3 Assessment Rubric</a>	
<b>Unit 4:</b> <b>Expansion and Reconstruction</b>  <b>4 weeks</b>	<p>In this unit, students will understand the costs and benefits of territorial expansion. Students will also learn the causes and effects of the Civil War and Reconstruction. They will also understand how advances in technology played a role in societal change.</p>	<p>After unwrapping the causes and consequences of the Civil War and the Reconstruction era, students will create a journalism artifact showcasing one important person, one major battle, one consequence, and one revolutionizing technology advancement of the time period.</p> <ul style="list-style-type: none"> <li>● Students can use a variety of publishing tools (newspaper frontpage, iMovie news broadcast, google site, etc.) <ul style="list-style-type: none"> <li>■ <a href="#">newspaper template</a></li> </ul> </li> <li>● Students will use information learned throughout the unit and possibly additional research to showcase the information.</li> <li>● Teachers may choose to make this an individual or partner/group project.</li> </ul> <p><b>Performance:</b>  <b>Scoring Guide:</b> <a href="#">Rubric</a></p>	5.USH.3a.1 5.ECP.4.E 5.RIG.6.1

# Unit 1: Native Americans & Geography

<b>Content Area: Social Studies</b>	<b>Course: Fifth Grade</b>	<b>UNIT: Native Americans and Geography</b>
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<b>Unit Description:</b> In this unit, students will use geographic tools to understand the world. They will practice with multiple sources to understand the concept of absolute and relative location as well as identifying the five U.S. regions. Students will understand the settlement and diversity among Native American tribes before Europeans arrived. After exploring the different concepts of geography, map skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an interactive map detailing location, resources, culture, and interactions.	<b>Unit Timeline:</b> 4 weeks
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## DESIRED Results

### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Understand how geography has influenced a culture, community, and a nation.
- Interpret the past and prepare for the future.

### **Understandings – *Students will understand that... (Big Ideas)***

1. Geographic tools can be used to understand the world.
2. People are affected by their physical environment.
3. Settlement of a culture is based on resources within a location.
4. Native American tribes had defined cultures established before Europeans arrived.

### **Essential Questions: *Students will keep considering...***

- How can we communicate information using visual tools?
- How do the features of a region affect the people that live there?
- How did culture affect the interactions among Native American tribes?

Standard	Students will know....	Students will understand...	Students will be able to do...
5.USH.3a.A	<u>culture</u> : way of life of a group of people <u>diversity</u> : state or act of being a different kind, form, character, etc.; unlike <u>summarize</u> : state or express in a concise form <u>viability</u> : ability to live, especially under certain conditions	Culture of Native American tribes and the diversity among the Native American tribes.  Positive and negative interactions from culture to culture. (For Example -Native Americans and European Americans)	Summarize the viability and diversity of Native American cultures before Europeans came.
5.TSSI.7.B	<u>cardinal direction</u> : one of the four main directions on earth; north, south, east, west <u>compass rose</u> : pointer that shows direction on a map <u>diagram</u> : a drawing or plan that outlines and explains the parts, operation, etc., of something <u>scale</u> : set of lines marked off in miles and kilometers	Visual tools can be used to communicate information and ideas.	Create maps, graphs, timelines, charts and diagrams to communicate information.
5.TSSI.7.B	<u>statistical</u> : of, pertaining to, consisting of, or based on statistics	Tools of social science inquiry can be used to draw conclusions and make predictions.	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions.
5.TSSI.7.D	<u>credibility</u> : the quality of being believable or worthy of trust <u>source</u> : anything or place from which something comes, arises, or is obtained; origin (digital, print, web-based, etc.)	Technological tools can be used to investigate and present research on a social studies' question.	Use technological tools for research and presentation.
5.TSSI.7.G	<u>perspective</u> : the state of one's	Tools of social science inquiry can be used to	Identify, research and defend a



	ideas or facts known to one	research and defend a point of view/position on a social studies' question.	point of view/position.
5.ESG.5.B	<p><u>absolute location</u>: identifying where a place is on the surface of the earth using some arbitrary, mathematical grid system, such as latitude and longitude</p> <p><u>latitude</u>: distance north or south of the equator, measured in degrees</p> <p><u>longitude</u>: distance east of west of the Prime Meridian, measured in degrees</p> <p><u>primary sources</u>: sources that are firsthand that may be used by historians in trying to reconstruct and interpret the past</p> <p><u>relative location</u>: identifying where a place is by explaining where it is in relation to some known places</p>	<p>Absolute location can identify where a place is anywhere on earth, even on the ocean.</p> <p>Relative location can identify a place by explaining where it is in relation to some known places.</p>	Locate and describe real places, using absolute and relative location.
5.ESG.5.F	<u>regions</u> : a large area that has common features that set it apart from other areas	How the features of each region affect the people who live there.	Identify five different kinds of regions in the United States.
5.ESG.5.C	<p><u>climate</u>: weather in an area over a long period of time</p> <p><u>topography</u>: a detailed description on a map of the natural and artificial features of an area</p>	The concept of a place in terms of its physical characteristics	Identify physical characteristics, such as climate, topography, relationship to water and ecosystems.
5.ESG.5.J	<u>immigrants</u> : a person who migrates to another country, usually for permanent residence	Geography and past events can explain present conditions, and prepare for the future.	Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth).

5.ESG.5.A	<p><u>geographic</u>: of or relating to the natural features, population, industries, etc., of a region or regions</p> <p><u>secondary sources</u>: descriptions of events written by people who did not witness the event</p>	<p>Geographic resources can be used to gather information, respond to questions, and problem solve.</p>	<p>Use geographic research sources to acquire information and answer questions.</p>
5.ESG.5.C	<p><u>diversity</u>: the inclusion of individuals representing more than one national origin, color, religion, socioeconomic status</p> <p><u>economics</u>: the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind</p> <p><u>ethnic</u>: pertaining to or characteristic of a people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like</p>	<p>People are affected by, depend on, adapt to and change their physical environment.</p> <p>There are diverse human characteristics that can be used to describe groups within a society.</p>	<p>Identify human characteristics, such as people’s education, language, diversity, economics, religions, settlement patterns, ethnic background and political systems.</p>
ISTE 3	<p><u>artifacts</u>: a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object.</p> <p><u>digital tools</u>: electronic tools, systems, devices, and resources that generate, store, or process data.</p>	<p>Digital tools have a variety of purposes, depending on the tool, depends on the purpose.</p> <p>Digital tools can enhance our learning and presenting to support the learning of others.</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>

## Unit 1: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3	5.TSSI.7.B 5.TSSI.7.D ISTE 3	<p><b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?</p> <p>After exploring the different concepts of geography, map skills and culture, students will create their own Native American tribe. Students will showcase their tribe by creating an infographic map detailing location, resources, culture, and interactions.</p> <ul style="list-style-type: none"> <li>● Students work in small groups or partnerships</li> <li>● Groups will pick a region for their tribe</li> <li>● Use previous learning and additional research to create specific characteristics for their tribe based on region.</li> <li>● Examples may include: <a href="#">(Guiding Questions)</a> <ul style="list-style-type: none"> <li>○ Region -(Focus on present day 5 Regions)</li> <li>○ Climate</li> <li>○ Resources</li> <li>○ Housing/Clothing</li> <li>○ Traditions/Ceremonies</li> <li>○ Neighboring tribes (friend or foe?)</li> </ul> </li> <li>● Groups will create an infographic map to present their information           <ul style="list-style-type: none"> <li>○ <a href="#">Examples</a> of infographic maps</li> <li>○ Students could also you MyMaps in Google to create their presentation.</li> </ul> </li> </ul> <p><b>Scoring Guide:</b> Unit 1 Performance Task</p>	<p><u>21 Century</u></p> <p style="text-align: center;">C</p> <p style="text-align: center;">Critical Thinking Collaboration Creativity</p>

## Unit 1: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	5.TSSI.7.B 5.ESG.5.A 5.ESG.5.J	<p>1. Watch a Brainpop video on Geography Themes and Build Content Vocabulary</p> <p><b>Objective:</b> Understand that geographic tools can be used to understand the world</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Ask students, <i>What is Geography?</i> and allow student answers to foster discussion about their background knowledge.</li> <li>● Show a <a href="#">Brainpop</a> video on Geography Themes</li> <li>● Take the quiz as a class at the end</li> <li>● Ask students, <i>Why is it important to know about geography?</i> “<i>What benefit does it offer? What tools can we use to support us in understanding geography?</i> Students will discuss questions in collaborative groups using a CL strategy (i.e., rally robin, round robin, think-pair-share, shoulder partner, etc).</li> <li>● Explore vocabulary for unit (i.e. foldable, non-linguistics, notes)               <ul style="list-style-type: none"> <li>○ geography, location, region, place, migration</li> </ul> </li> <li>● Extension activities: There are also other activities with this video on Brainpop that you could use with your class as needed</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● Other Brainpop videos on <a href="#">geography</a></li> </ul>	<p style="text-align: center;">Cues, Questions, and Advance Organizers</p> <p style="text-align: center;">Cooperative Learning</p> <p style="text-align: center;">Non-linguistic</p>	<p>A</p> <p>Communication Collaboration</p>
1	5.ESG.5.B 5.TSSI.7. B ISTE 3	<p>2. Discuss and apply knowledge of absolute and relative locations</p> <p><b>Objective:</b> Understand that absolute location can identify where a place is anywhere on earth and relative location can identify a place by explaining where it is in relation to some known places.</p>		<p>A</p> <p>Communication Collaboration</p>

		<p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Introduce vocabulary: absolute and relative location, topography</li> <li>● Begin with a discussion on the definitions of absolute and relative location. <ul style="list-style-type: none"> <li>○ absolute location- identifying where a place is on the surface of the earth using some arbitrary, mathematical grid system, such as latitude and longitude</li> <li>○ relative location- identifying where a place is by explaining where it is in relation to some known places</li> </ul> </li> <li>● Have students use the atlas to practice identifying places using absolute and relative location.</li> <li>● Extension activities: Use “The Nystrom Atlas of Our Country’s History” (or scanned copy) to review basic map skills. “Getting to Know Your Atlas” handout and/or “Reviewing Basic Map Skills”. Students could use <a href="#">Google Maps to look up</a> absolute location, either of their school or home address.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● “The Nystrom Atlas of Our Country’s History” (P. 74-75, 76-77)</li> <li>● <a href="#">World Book - Political US MAP</a></li> <li>● <a href="#">United States Physical Map</a></li> <li>● <a href="#">USA Physical Map</a></li> <li>● <a href="#">United States Political Map</a></li> <li>● <a href="#">Explanation of how to use Google Maps for absolute location</a></li> <li>● <a href="#">Google Maps</a></li> </ul>	<p>Summarizing and Note-taking</p> <p>Providing Practice</p> <p>Identifying Similarities and Differences</p>	
1, 2	5.ESG.5.F ISTE 3	<p>3. 50 States (Regions/Cities)</p> <p><b>Objective:</b> Understand regions make it easier to study our country’s geography.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Access Prior Knowledge, ask students to describe what the land is like where they live compared to other parts of the country. Tell students we will learn more about the different regions of the United States.</li> <li>● Reference page 24 in the Building a Nation textbook. Each of the places described is in a different region of the country. Ask students to find the clues in each description that help them decide in which region each place is located.</li> </ul>	<p>Cues, Questions, and Advance Organizers</p>	<p>B</p> <p>Communication Collaboration Critical Thinking</p>

		<ul style="list-style-type: none"> <li>● Reference page 25 the Building a Nation textbook. Use the following questions to guide discussion: <ul style="list-style-type: none"> <li>○ <i>How are the places shown in the photographs different? Which of these places would you most like to visit? What are some natural features that you would find out about if you studied the geography of the United States?</i></li> </ul> </li> <li>● Reference page 26-27 in the Building a Nation textbook. Use the following questions/prompts to guide discussion: <ul style="list-style-type: none"> <li>○ Sequence the regions from largest population to smallest population and from largest area to smallest area. <i>What is one feature of the West region? How would you compare the size of most of the eastern states with the size of most of the western states? Which region produces more wheat and corn than any other region? In which region is the largest city of the United States located? Can you think of a different way to divide the United States into regions?</i> (Have students locate each state on a map and describe a region to which it belongs.)</li> </ul> </li> <li>● Summarize the lesson with the following thoughts: <ul style="list-style-type: none"> <li>○ Geography is the study of Earth and how people use it.</li> <li>○ The United States is often divided into five regions: the Northwest, Southeast, Midwest, Southwest, and West.</li> </ul> </li> <li>● Additional pages in Building a Nation textbook to explore (time permitting) <ul style="list-style-type: none"> <li>○ pages 28-29 (“People and the Land” “Check the Weather”)</li> <li>○ page 30 (“Regions Work Together”)</li> <li>○ pages 32-33 (“Read an Elevation Map”)</li> </ul> </li> <li>● Extension activities: <ul style="list-style-type: none"> <li>○ <a href="#">World Book - Interactive Maps</a></li> </ul> </li> </ul> <p>Appendix Documents:</p>	<p>Identifying Similarities and Differences</p>	
<p>3,4</p>	<p>5.USH.3a</p>	<p>4. Tribes</p> <p><b>Objective:</b> Be able to summarize the diversity of Native American cultures before Europeans came</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Show the video from Khan Academy- Native Societies Before Contact <a href="#">Khan Academy - Native Societies Before Contact</a></li> </ul>	<p>Cues, Questions, and Advance</p>	<p>A</p> <p>Communication Collaboration Critical Thinking</p>

		<ul style="list-style-type: none"> <li>○ Ask students to discuss what they noticed. Students discuss in Cooperative Learning groups.</li> <li>● Read and discuss <a href="#">Newsela - Before Columbus - Native American Cultures</a> <ul style="list-style-type: none"> <li>○ Have students develop a summarizing statement with their shoulder partner that links the diversity of Native American tribes to lasting culture.</li> <li>○ Possible discussion question: <i>If you were going to add another picture or a chart to this article to help readers better understand an important point, what would it be and why?</i></li> </ul> </li> <li>● Extension Activities: <a href="#">BrainPop: American Indians</a></li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Newsela - Before Columbus - Native American Cultures</a></li> </ul>	<p>Organizers</p> <p>Summarizing and Notetaking</p> <p>Cooperative Learning</p>	
2,4	5.ESG.5. C	<p>5. Culture and Traditions</p> <p><b>Objective:</b> Know culture and traditions among Native American tribes</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Begin with a discussion about culture and tradition. <ul style="list-style-type: none"> <li>○ culture: the way of life of a group of people</li> <li>○ tradition: the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation</li> </ul> </li> <li>● Read the book <a href="#">Encounter</a> by Jane Yolen <ul style="list-style-type: none"> <li>○ While reading, point out the differences between the Native's culture and Europeans and what effect it has on their interactions.</li> </ul> </li> <li>● Present students with the following questions to get them thinking about their own culture and traditions: <i>What is interesting about my family history? How does my family's cultural history contribute to our community? How do different cultures make a community better?</i></li> <li>● Have students begin filling out the <a href="#">Family Heritage Document</a>. May need to be taken home to fully complete.</li> <li>● Extension Activity: Take home family interview to learn more about their family culture and traditions.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● Encounter by Jane Yolen</li> <li>● <a href="#">Family Heritage Document</a></li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Identifying Similarities and Differences</p>	<p>B</p> <p>Communication Creativity</p>

		<ul style="list-style-type: none"> <li>• <a href="#">Family Interview</a></li> </ul>		
1,2,3	5.TSSI.7.G	<p>6. Selecting and Defending Settlement Sites- <i>A National Geographic Lesson</i></p> <p><b>Objective:</b> Students will be able to make decisions about where to build settlements in hypothetical locations.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Ask the question, <i>Why do you think our town is located here?</i> Prompt student answers with ideas related to industry, natural resources, access to food, water, and transportation, etc.</li> <li>• Lead discussion to generate a list of societal needs and factors that would have been considered when tribes decided location of settlement (proximity to water source, protection from attack, access to resources, nearby tribes, climate, etc.)</li> <li>• Use 1800 map to discuss one ideal site location as a whole class <ul style="list-style-type: none"> <li>○ Have students read the notes and then select the location they think a settlement would most likely develop and provide reasons for their choices. (There are no wrong answers as long as students defend their choices with valid reasons.)</li> </ul> </li> <li>• Set up stations for remaining maps. Have groups of students visit each map and decide which letter on each map represents the site they think a settlement is most likely to develop. They should fill out <a href="#">Site Map Comparison Chart</a> to record their thinking. <ul style="list-style-type: none"> <li>○ There are three maps. You may want to have multiple stations for each map to keep group sizes smaller.</li> </ul> </li> <li>• After visiting all maps, project each map and have a representative from each group share their selections.</li> <li>• Extension Activity: Students independently use Site Map:1910 to rank settlement locations and write a paragraph about what makes each location a good or bad site for settlement.</li> </ul> <p>Appendix Documents: <a href="#">Site Maps</a>, <a href="#">Site Map Comparison Chart</a></p>	<p>Cues, Questions, and Advance Organizers</p> <p>Generating and Testing Hypotheses</p> <p>Providing Practice</p>	<p>B</p> <p>Communication Collaboration Critical Thinking</p>



## UNIT RESOURCES

### Teacher Resources:

- [Guiding Questions](#)
- [Examples](#) of infographic maps
- [Unit 1 Performance Task](#)
- [Brainpop](#): Geography Themes
- Other Brainpop videos on [geography](#)
- The Nystrom Atlas of Our Country's History
- [Google Maps](#)
- [World Book - Political US MAP](#)
- [United States Physical Map](#)
- [USA Physical Map](#)
- [United States Political Map](#)
- [Explanation of how to use Google Maps for absolute location](#)
- [National Geographic - 5 Regions](#)
- [Scholastic - Regions of the U.S.](#)
- [Ducksters - Regions](#)
- [Trueflix - The U.S. Regions](#)
- [Khan Academy - Native Societies Before Contact](#)
- [Newsela - Before Columbus - Native American Cultures](#)
- [BrainPop: American Indians](#)
- [Newsela - Before Columbus - Native American Cultures](#)
- [Encounter](#)
- [Family Heritage Worksheet](#)
- [Family Interview](#)
- [Site Maps](#)
- [Site Map Comparison Chart](#)

### Student Resources:

- The Nystrom Atlas of Our Country's History
- [Google Maps](#)
- [National Geographic - 5 Regions](#)
- [Scholastic - Regions of the U.S.](#)
- [Ducksters - Regions](#)

- [Trueflix - The U.S. Regions](#)
- [Newsela - Before Columbus - Native American Cultures](#)
- [Family Heritage Worksheet](#)
- [Family Interview](#)
- [Site Map Comparison Chart](#)
- [Site Maps](#)

**absolute location:** identifying where a place is on the surface of the earth using some arbitrary, mathematical grid system, such as latitude and longitude

**artifacts:** a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object.

**cardinal direction:** one of the four main directions on earth; north, south, east, west

**climate:** weather in an area over a long period of time

**compass rose:** pointer that shows direction on a map

**credibility:** the quality of being believable or worthy of trust

**culture:** way of life of a group of people

**diagram:** a drawing or plan that outlines and explains the parts, operation, etc., of something

**digital tools:** electronic tools, systems, devices, and resources that generate, store, or process data

**diversity:** state or act of being a different kind, form, character, etc.; unlike

**diversity:** the inclusion of individuals representing more than one national origin, color, religion, socioeconomic status

**economics:** the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind

**ethnic:** pertaining to or characteristic of a people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like

**geographic:** of or relating to the natural features, population, industries, etc., of a region or regions.

**immigrants:** a person who migrates to another country, usually for permanent residence

**latitude:** distance north or south of the equator, measured in degrees

**longitude:** distance east or west of the Prime Meridian, measured in degrees

**perspective:** the state of one's ideas or facts known to one

**primary sources:** sources that are firsthand that may be used by historians in trying to reconstruct and interpret the past

**regions:** a large area that has common features that set it apart from other areas

**relative location:** identifying where a place is by explaining where it is in relation to some known places

**scale:** set of lines marked off in miles and kilometers

**secondary sources:** descriptions of events written by people who did not witness the event

**source:** any thing or place from which something comes, arises, or is obtained; origin (digital, print, web-based, etc.)

**statistical:** of, pertaining to, consisting of, or based on statistics

**summarize:** state or express in a concise form

**topography:** a detailed description on a map of the natural and artificial features of an area

viability: ability to live, especially under certain conditions

## Unit 2: Settlement Colonies

<b>Content Area: Social Studies</b>	<b>Course: Fifth Grade</b>	<b>UNIT: Settlement Colonies</b>
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<b>Unit Description:</b> In this unit, students will explore economic concepts and their role in a society. Students will understand how the different economic concepts can have a positive and/or negative effect on the success of a society. Students will relate this learning to understand the various motivations explorers had for exploration of the New World. They will build connections between how various groups were affected by exploration and the establishment of colonies in the United States.	<b>Unit Timeline:</b> 4 weeks
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### **DESIRED Results**

#### **Transfer Goal - Students will be able to independently use their learning to.....**

- Apply economic concepts to understand and evaluate change within a society.
- Understand their environment in terms of location.

#### **Understandings – Students will understand that... (Big Ideas)**

1. There are various motivations that influence exploration.
2. Knowing characteristics of a location helps to make sense of its history.
3. Economic concepts can have positive and negative effects.
4. The United States has a diverse history of ethnicities and cultures.

#### **Essential Questions: Students will keep considering...**

- How do economic concepts drive change within a society?
- What motivates exploration and discovery?
- How were various groups affected by the exploration and establishment of the United States?

Standard	Students will know....	Students will understand....	Students will be able to ...
5.USH.3a.C	<p><u>discovery</u>: the act of gaining sight or knowledge of something previously unseen or unknown</p> <p><u>explore</u>: to travel over (new territory) for adventure or discovery</p> <p><u>territorial expansion</u>: the act or process of increasing the land area claimed by a sovereign nation</p>	The desires for exploration led people of Europe to travel and settle in the New World	Outline the discovery, exploration, and early settlement of America.
5.ECP.4.A	<p><u>economy</u>: the system for producing and distributing goods and services</p> <p><u>income</u>: a gain or recurrent benefit usually measured in money that derives from capital or labor</p> <p><u>labor</u>: human activity that provides the goods or services in an economy</p> <p><u>opportunity cost</u>: the most important alternative that is given up as a result of a specific economic decision</p> <p><u>scarcity</u>: the condition where people cannot have all the goods and services that they want</p> <p><u>supply and demand</u>: the amount of goods and services that are available for people to buy compared to the amount of goods and services that people want to buy</p> <p><u>trade-offs</u>: the exchange of one thing for another of more or less equal value, especially to affect a compromise.</p> <p><u>wages</u>: a payment usually of money for labor or services</p>	Economic concepts apply to the nation's past, present and future.	Apply the following economic concepts: <ul style="list-style-type: none"> <li>a. Scarcity</li> <li>b. Supply and demand</li> <li>c. Trade-offs (opportunity cost).</li> </ul>

5.ECP.4.F	<p><u>consequences</u>: the effect, result, or outcome of something occurring earlier</p> <p><u>factors</u>: one of the elements contributing to a particular result or situation</p> <p><u>influence</u>: the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others</p>	Various causes throughout history have influenced economic change in our country.	Interpret the past, explain the present, and predict future consequences of economic decisions.
5.ESG.5.B	<u>topography</u> : a detailed description on a map of the natural and artificial features of an area	Knowing locations of states and topographic features helps make sense of historical events.	Locate states and major topographic features of the United States.
5.ESG.5.B	<u>regions</u> : a large area that has common features that set it apart from other areas	Knowing locations of states and topographic features helps make sense of historical events.	Locate cities of Missouri and the United States.
5.ESG.5.C	<p><u>diversity</u>: the inclusion of individuals representing more than one national origin, color, religion, socioeconomic status</p> <p><u>economics</u>: the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind</p> <p><u>ethnic</u>: pertaining to or characteristic of a people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like</p>	<p>People are affected by, depend on, adapt to and change their physical environment.</p> <p>There are diverse human characteristics that can be used to describe groups within a society.</p>	Identify human characteristics, such as people’s education, language, diversity, economics, religions, settlement patterns, ethnic background and political systems.
5.TSSI.7.A	<u>artifacts</u> : a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object	Primary and secondary sources provide different insight to historical events.	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos,

	<p><u>primary source</u>: a document or physical object which was written or created during the time under study</p> <p><u>secondary sources</u>: descriptions of events written by people who did not witness the event</p>		and letters.
5.TSSI.7.G	<p><u>perspective</u>: the state of one's ideas or facts known to one</p>	Tools of social science inquiry can be used to research and defend a point of view/position on a social studies' question.	Identify, research and defend a point of view/position.

## Unit 2: Assessment

### EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>3,4</p> <p>FHSD Academics-clh</p>	<p><u>Standards</u></p> <p>5.USH.3a 5.ECP.4.A 5.ESG.5.C 5.TSSI.7.A 5.TSSI.7.G</p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p>How will students demonstrate their understanding through complex performance?</p> <p>After exploring the New World ... Students will be given the following prompt, <i>The time is 1735 and you are in London England. A population explosion in England has left little available space throughout the country. The people are running the risk of starving because they are unable to grow and import enough food. There is plenty of room in the 13 American colonies, but with little information available, people are hesitant to move there. The King has asked <b>You</b> to create an advertisement of some sort about your colony, in hopes of attracting more people to move there.</i></p> <ul style="list-style-type: none"> <li>● Students work in small groups or partnerships</li> <li>● Groups will pick a colony</li> <li>● Use previous learning and additional research to create their colony advertisement.</li> <li>● Students will create a poster, display or online presentation (for example Google Slides) advertising one colony.</li> <li>● Students will present their information to the class.</li> <li>● Audience will act as colonists and ask questions/give feedback to the presenting group. Teachers should allow students time to improve their product based on their feedback prior to turning in.</li> </ul> <p><b>Scoring Guide:</b> <i>Unit 2 Performance Task</i></p>	<p><b><u>R/R Quadrant</u></b> <b><u>21 Century</u></b></p> <p>D</p> <p>Critical Thinking Collaboration Communication Creativity</p> <p>Pending Board Approval</p>
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		<ul style="list-style-type: none"> <li>○ Given a scenario, students decide if the cost of an item will go up or down according to the supply and demand of the item. (ie. A new type of silly bandz was just created. Each store in the area only got 5 packages. What might happen to the cost of this item?)</li> <li>○ Given a list of 4 ways we spend tax dollars, students will decide where the money should be spent and give reasons for their selections.</li> <li>○ Given the question - Why do we pay taxes? - students will create a T-chart explaining the goods and services that are provided from the taxes that people pay.</li> <li>○ Given the scenario of road improvements students will explain how decisions are made that affect the households and businesses of that area.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Brainpop</a> video on Supply and Demand.</li> </ul>		
1, 2	5.USH.3a.C	<p>2. Explorations (Motivations/Locations)</p> <p>This lesson could be spread over two days or two lessons and have them work with partners. Separate the <a href="#">information</a> (Early American Explorers Reading Passages) - into a group One and a Group Two splitting the class into two different groups each day so as to limit the amount of copies to make.</p> <p><b>Objective:</b> Be able to define facts about the early explorers to the Americas to determine the pros and cons of their adventures.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Ask students to turn to a neighbor and share a time you explored a new place. <i>Why did you go? What did you do there? What did you learn from the trip? (5 min)</i></li> <li>● Ask <i>Why would the explorers come to the Americas?</i> Try to get students to think about some of these reasons : adventure, trading goods and trade routes, religious beliefs, land and treasures, goods such as gold and spices.</li> <li>● Students will read about eight explorers: <a href="#">Early American Explorer Reading Passages</a></li> <li>● Have students log facts on the <a href="#">Explorer Cards</a> identifying: Personal Background, Sponsor Country, Purpose for Exploration, Areas Explored, Impact on Native Americans, Impact of the Expedition</li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Summarizing and Note Taking</p> <p>Cooperative</p>	<p>C</p> <p>Communication Critical Thinking</p>

		<ul style="list-style-type: none"> <li>○ Students can be work together to each complete a set of four cards using their explorer articles with four pictures.</li> <li>● Do a gallery walk of cards as groups finish.</li> <li>● After trading cards, teacher and students: <ul style="list-style-type: none"> <li>○ Complete a T-chart of the Pros and Cons of their adventures – evaluate the positives = religion, foods and plants, new animals, tools, resources and land/ and the negatives = disease, fighting, theft, taking of land and resources, damage to landscapes.</li> <li>○ Close with a class discussion of <i>In what ways do the actions of these explorers still affect our lives today?</i></li> </ul> </li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">Explorer Cards</a></li> <li>● <a href="#">Early American Explorer Reading Passages</a></li> </ul>	Learning	
1, 2	5.USH.3a.C	<p>3. 13 Colonies</p> <p><b>Objective:</b> Understand motivation for colonization and the obstacles new colonies faced.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Ask students <i>What can we predict happened after the age of early American explorers?</i> Allow students to discuss their own thoughts and predictions. Discuss the concept of exploration leading to colonization.</li> <li>● Show a <a href="#">Brainpop</a> video on 13 Colonies</li> <li>● Take the quiz as a class at the end</li> <li>● Show students <a href="#">picture of Columbus</a> getting ready to set sail.</li> <li>● Students will use the source to make observations and draw conclusions about what they notice using the <a href="#">Columbus Observations</a> document <ul style="list-style-type: none"> <li>○ Teachers could have different groups complete one of the columns to create a collaborative document.</li> <li>○ Review motivations for establishing the colonies while making connections to motivations of early explorers.</li> <li>○ The 3 G's of Exploration Motives: Gold, Glory, God (obtain land and resources, expand territory for home country, spread religion/religious freedom)</li> </ul> </li> <li>● Discuss obstacles colonies may face with this early settlement. Problem-solve together how the early settlements could overcome each obstacle. For example: new colonies would need to farm their own crops...</li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Cooperative Learning</p>	<p>C</p> <p>Communication Collaboration Critical Thinking</p>

		<ul style="list-style-type: none"> <li>Extension activities: Article from Newsela - <a href="#">Remains of 4 leaders identified at early English settlement of Jamestown</a> Article from BrainPop - <a href="#">Unsolved Mysteries</a></li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li><a href="#">Remains of 4 leaders identified at early English settlement of Jamestown</a></li> <li><a href="#">Unsolved Mysteries</a></li> </ul>		
1, 2, 4	5.ESG.5.B 5.USH.3a.C	<p>4. 13 Colonies to 50 States</p> <p><b>Objective:</b> Understand the historical events that led to the establishment of the modern United States.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Review what was discussed in the previous lesson about colonization in America.</li> <li>Show a video on Discovery Education called <a href="#">How the USA Grew: From 13 Colonies to 50 States</a>. <ul style="list-style-type: none"> <li>This program is designed to give students a clear understanding of the historical events of land acquisitions that led to the creation of the modern United States. Archival footage and lively maps and graphics help tell the story of how the country grew from 13 colonies to 50 states. Featured are the Louisiana Purchase, the Texas Annexation, and the Gadsden Purchase. Students will polish their map skills as they come to appreciate geography’s role in shaping our nation.</li> </ul> </li> <li>Ask students to share with a partner what they’ve learned. Also, what questions they still have about how things took place.</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li><a href="#">How the USA Grew: From 13 Colonies to 50 States</a> (Discovery Education Video)</li> </ul>	Cues, Questions, and Advance Organizers	B  Communication Collaboration on Critical Thinking

Unit 2: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- [Unit 2 Performance Task](#)
- [Brainpop](#) video on Supply and Demand
- [Information](#)- Early American Explorers Reading Passages
- [Explorer Card](#)
- [Brainpop](#) video on 13 Colonies
- Article from Newsela - [Remains of 4 leaders identified at early English settlement of Jamestown](#)
- Article from BrainPop - [Unsolved Mysteries](#)
- Discovery Education called [How the USA Grew: From 13 Colonies to 50 States](#)

**Student Resources:**

- [Unit 2 Performance Task](#)
- [Information](#)-Early American Explorers Reading Passages
- Article from Newsela - [Remains of 4 leaders identified at early English settlement of Jamestown](#)
- Article from BrainPop - [Unsolved Mysteries](#)

**Vocabulary:**

**artifacts:** a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object

**consequences:** the effect, result, or outcome of something occurring earlier

**discovery:** the act of gaining sight or knowledge of something previously unseen or unknown

**diversity:** the inclusion of individuals representing more than one national origin, color, religion, socioeconomic status

**economy:** the system for producing and distributing goods and services

**economics:** the science that deals with the production, distribution, and consumption of goods and services, or the material welfare of humankind

**ethnic:** pertaining to or characteristic of a people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like

**explore:** to travel over (new territory) for adventure or discovery

**factors:** one of the elements contributing to a particular result or situation

**income:** a gain or recurrent benefit usually measured in money that derives from capital or labor

**influence:** the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others

**labor:** human activity that provides the goods or services in an economy

**opportunity cost:** the most important alternative that is given up as a result of a specific economic decision

**perspective:** the state of one's ideas or facts known to one

**primary source:** a document or physical object which was written or created during the time under study

**regions:** a large area that has common features that set it apart from other areas

**scarcity:** the condition where people cannot have all the goods and services that they want

secondary sources: descriptions of events written by people who did not witness the event

supply and demand: the amount of goods and services that are available for people to buy compared to the amount of goods and services that people want to buy

territorial expansion: the act or process of increasing the land area claimed by a sovereign nation

topography: a detailed description on a map of the natural and artificial features of an area

trade-offs: the exchange of one thing for another of more or less equal value, especially to affect a compromise

wages: a payment usually of money for labor or services

## Unit 3: Government

<b>Content Area: Social Studies</b>	<b>Course: Fifth Grade</b>	<b>UNIT: Government</b>
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<b>Unit Description:</b> In this unit, students will learn that democracy in our country was established to protect citizens rights. Students will begin by exploring the status of the colonies leading up to the American Revolution. They will discover the various catalysts to war and why the colonists needed to unite against British rule. They will realize groups are formed around common ideas and will be able to recognize and respect perspective of groups and individuals. By studying the different events of the the revolution, students will recognize that every event in history holds multiple perspectives	<b>Unit Timeline:</b> 4 weeks
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### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Understand the fundamentals of democracy and its role in society.
- Recognize and respect various perspectives of groups and individuals.
- Know that choices made today affect tomorrow's outcome.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Democracy is established to protect citizen rights.
2. Groups are formed around common ideas.
3. Civil unrest often leads to change in a society.

#### **Essential Questions: *Students will keep considering...***

- Why did the Founding Fathers chose democracy?
- Why is it important for individuals to have a voice in government?
- What impacts an individual's choice in belonging to a group?
- How does conflict arise from social and economic differences?

Standard	Students will know.....	Students will understand....	Students will be able to do.....
5.PR.1.A	<p><u>Declaration of Independence</u>: the public act by which the Second Continental Congress, on July 4, 1776, declared the Colonies to be free and independent of England</p> <p><u>inalienable rights</u>: rights that cannot be given or taken away</p>	The Declaration of Independence marks the beginning of our democracy.	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed
5.PR.1.A	<p><u>amendments</u>: an alteration of or addition to a motion, bill, constitution, etc.</p> <p><u>Bill of Rights</u>: a formal statement of the fundamental rights of the people of the United States, incorporated in the Constitution as Amendments 1–10, and in all state constitutions</p> <p><u>freedoms</u>: personal liberty, as opposed to bondage or slavery</p>	The Bill of Rights protects the rights and freedoms of all citizens.	Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 5)
5.PR.1.A	<p><u>checks and balances</u>: system set up by the Constitution that gives each branch of government the power to check, or limit, the power of the other branches</p> <p><u>constitution</u>: written plan of government</p> <p><u>limited government</u>: a government whose powers are limited through constitutionally- imposed restrictions</p> <p><u>majority rule</u>: a pattern of decision making where decisions are made by</p>	The Constitution outlines the framework of the U.S. government.	Identify important principles in the Constitution including <ul style="list-style-type: none"> <li>a. Limited government</li> <li>b. Rule of law</li> <li>c. Majority rule</li> <li>d. Minority rights</li> <li>e. Separation of powers</li> <li>f. Checks and balances</li> </ul>



	<p>vote and a decision requires the support of more than half of those voting</p> <p><u>minority rule</u>: a system of government in which the governing party of a country represents only a small proportion of the overall population</p> <p><u>rule of law</u>: the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</p> <p><u>separation of powers</u>: division of power among the three branches of the federal government under the Constitution</p>		
5.PR.2.C	<p><u>currency</u>: something that is used as a medium of exchange; money</p> <p><u>foreign policy</u>: a government's strategy in dealing with other nations</p>	Powers differ among local, state, and national government past and present.	Distinguish between powers and functions of local, state and national government
5.U.S.H.3a.D	<p><u>Loyalist</u>: a person who remained loyal to the British during the American Revolution; Tory</p> <p><u>Patriot</u>: a person who loves, supports, and defends his or her country and its interests with devotion</p>	The events that led to the American Revolution.	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
5.U.S.H.3a.F	<u>immigrants</u> : a person who migrates to another country, usually for permanent residence	The impact of migration and immigrants on the United States.	<p>Examine cultural interactions among these groups from colonial times to Civil War:</p> <ol style="list-style-type: none"> <li>a. Native Americans</li> <li>b. Immigrants from Europe</li> <li>c. Africans brought to America</li> </ol>

5.RIG.6.E	<u>exclusion</u> : a keeping apart; an act or instance of excluding <u>inclusion</u> -being a part of something; the act of including	There are rules and criteria that determine how a person becomes part of a group or institution.	Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.
5.TSSI.7.C	<u>bias</u> : a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned <u>fact</u> : a truth known by actual experience or observation; something known to be true opinion-a personal view, attitude, or appraisal <u>point of view</u> : a specified or stated manner of consideration or appraisal; a standpoint	Bias and opinion affect how historical events are retold.	Distinguish between fact and opinion and recognize bias and point of view.
5.TSSI.7.G	<u>perspective</u> : the state of one's ideas or facts known to one	Tools of social science inquiry can be used to research and defend a point of view/position on a social studies' question.	Identify, research and defend a point of view/position.

### Unit 3: Assessment

#### EVIDENCE of LEARNING

<u>Understanding</u>  1,2,3	<u>Standards</u>  5.PR.1.A 5.TSSI.7.G	<p><b><u>Unit Performance Assessment:</u></b> <b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?</p> <p>After exploring the different concepts of government and the establishment of democracy in the United States, students will participate in a socratic seminar. Students will showcase their mastery of the standards by actively listening, participating, and responding to discussion prompts.</p>	<p><b><u>R/R Quadrant</u></b> D <b><u>21 Century</u></b></p> <p>D Critical Thinking Communication Collaboration</p>
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		<p>Important note: Students should be given discussion prompts prior to the seminar to prepare their answers and come up with additional talking points. Students should be encouraged to research and/or bring information learned in the unit to support their thinking.</p> <ul style="list-style-type: none"> <li>● Socratic Seminar Explained: <a href="#">7 Steps to a Socratic Seminar</a> <ul style="list-style-type: none"> <li>○ Teacher will divide class into two groups (inside and outside circles)</li> <li>○ Inside circle will discuss first while outside circle listens and responds. Circles should switch roles about half way through the period.</li> </ul> </li> <li>● Teacher will use, but not limited to, Unit 3 Essential Questions to drive discussion in the seminar. <ul style="list-style-type: none"> <li>○ Why did the Founding Fathers chose democracy?</li> <li>○ Why is it important for individuals to have a voice in government?</li> <li>○ What impacts an individual's choice in belonging to a group?</li> <li>○ How does conflict arise from social and economic differences?</li> </ul> </li> <li>● While inside circle is responding, outside circle is listening and taking notes about their partner's participation in discussion using <a href="#">peer feedback form</a>.</li> <li>● Halfway through the period circles will switch roles.</li> <li>● Teacher serves as an observer and only intervene in discussion when students are unable to drive it further.</li> </ul> <p><b>Scoring Guide:</b> Unit 3 Assessment Rubric</p>	
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### Unit 3: Sample Activities

**SAMPLE LEARNING PLAN**

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 2, 3	5.USH.3a. D	1. Causes Comic Strip  <b>Objective:</b> Understand the events that led to the American Revolution.  The teacher will:		D  Communic ation Collaborati

		<ul style="list-style-type: none"> <li>● Ask students, <i>What is a revolution?</i> and allow student answers to foster discussion about their background knowledge. <ul style="list-style-type: none"> <li>○ Guide discussion to determine that revolution is a term used to describe a period of extreme change based around an idea/cause.</li> <li>○ Link this discussion to today's objective. By the end of the lesson, students should understand the events that caused the colonists to revolt against Great Britain.</li> </ul> </li> <li>● Show a <a href="#">Brainpop</a> video on causes of the American Revolution <ul style="list-style-type: none"> <li>○ Have students write down a cause every time it is revealed in the BrainPop video.</li> <li>○ Take the quiz or one of the activities as a class at the end</li> </ul> </li> <li>● Generate a list of the various causes of the American Revolution and create a classroom chart. <ul style="list-style-type: none"> <li>○ Examples: French and Indian War, taxes, Stamp Act, Boston Massacre, Boston Tea Party, Townshend Acts, Coercive Acts, boycotting of British goods</li> <li>○ Students will pick on of the events listed to learn more about and create a comic strip.</li> </ul> </li> <li>● Create a cause and effect comic strip <a href="#">Comic Strip resource</a> based on a cause of the American Revolution</li> <li>● Extension activities: There are also other activities with this video on Brainpop that you could use with your class as needed</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">American Revolution Brainpop</a></li> <li>● <a href="#">Comic Strip resource</a></li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Non-linguistics</p>	<p>on Creativity</p>
1	5.PR.1.A	<p>2. Unwrapping the Preamble of the Declaration of Independence (possibly a two-day lesson)</p> <p><b>Objective:</b> Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Teacher will introduce new vocabulary: Preamble, Declaration of Independence</li> <li>● Play the Preamble Schoolhouse Rock video <a href="#">Preamble</a> to help students build background knowledge.</li> <li>● Then pass out a copy of the <a href="#">Declaration of Independence and Preamble</a></li> </ul>	<p>Cues, Questions, and Advance Organizers</p>	<p>B</p> <p>Communication Critical Thinking</p>

		<p><a href="#">Introduction handout</a></p> <ul style="list-style-type: none"> <li>Have students quickly scan the document and discuss things that they notice in the wording. <ul style="list-style-type: none"> <li>Example guiding questions: <i>Why would this be important to the colonists at this time? Why were the colonists wanting to make sure this new country had protected rights? How does this wording apply today?</i></li> </ul> </li> <li>Use <a href="#">Declaration of Independence and Preamble Introduction handout</a> to read each section of the Declaration of Independence and review the vocabulary definitions. Then summarize what the section is stating</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>Preamble document <a href="#">Preamble</a></li> </ul>	Summarizing Note Taking	
1	5.PR.1.A ISTE 3	<p>3. The Bill of Rights</p> <p><b>Objective:</b> Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 5)</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Ask your students, <i>What do you think when you hear the word- rights?</i></li> <li>Explain that a right is something that is given and cannot be taken away. Ask your students, <i>What are rights you have?</i> List the rights that they say on the board. Make sure that they are stating rights, not privileges, which are special rights given to only some people</li> <li>Pass out a copy of the Bill of Rights to your students. Review the amendments with the students, and instruct them to take notes (picture notes would be a useful strategy to build vocabulary)</li> <li>Instruct students to pick one amendment from the Bill of Rights to explore further. Students will create a <a href="#">Flipgrid</a> to explain the amendment and explain two problems that would arise if the country didn't have that amendment. Students will evaluate at least 2 other students' Flipgrid and comment on them in relation to the Bill of Rights</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li><a href="#">Flipgrid</a></li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Generating and Testing Hypotheses</p>	B  Communic ation Critical Thinking Creativity

2	5.PR.2.C	<p>4. Activity: Local, State, and National Government</p> <p><b>Objective:</b> Distinguish between powers and functions of local, state, and national government</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Divide students into groups of 3-4</li> <li>● Give each group a bigger piece of paper (poster size)</li> <li>● Divide poster into 3 sections- national, state, local</li> <li>● Have students brainstorm what they know about the different types of government and jot it on their poster. Label it with a “K” to signify it was a thought prior to the learning.</li> <li>● Read <a href="#">The Powers of State and Local Governments</a>, <a href="#">How the Government Works</a>, <a href="#">System of Checks and Balances</a> <ul style="list-style-type: none"> <li>○ While reading, students should add to their poster with new information they learned.</li> <li>○ Students should also correct any misinformation that had written before reading.</li> <li>○ To help guide students, you can post questions to consider while they read: <i>What are the powers of that level? What checks and balances exist at that level? Who is part of that level? Why do we have state and local governments?</i></li> </ul> </li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>● <a href="#">The Powers of State and Local Governments</a></li> <li>● <a href="#">How the Government Works</a></li> <li>● <a href="#">System of Checks and Balances</a></li> </ul>	<p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizer</p> <p>Summarizing and Note Taking</p>	<p>B</p> <p>Communication Collaboration</p>
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Unit 3: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- [7 Steps to a Socratic Seminar](#)
- [Peer feedback form](#)
- [Unit 3 Assessment Rubric](#)
- [Brainpop](#) video on causes of the American Revolution

- [Comic Strip resource](#)
- Preamble Schoolhouse Rock video [Preamble](#)
- [Declaration of Independence and Preamble Introduction handout](#)
- [Flipgrid](#)
- [The Powers of State and Local Governments](#)
- [How the Government Works](#)
- [System of Checks and Balances](#)

**Student Resources:**

- [Peer feedback form](#)

**Vocabulary:**

amendments: an alteration of or addition to a motion, bill, constitution, etc.

bias: a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned

Bill of Rights: a formal statement of the fundamental rights of the people of the United States, incorporated in the Constitution as Amendments 1–10, and in all state constitutions

checks and balances: system set up by the Constitution that gives each branch of government the power to check, or limit, the power of the other branches

constitution: written plan of government

currency: something that is used as a medium of exchange; money

Declaration of Independence: the public act by which the Second Continental Congress, on July 4, 1776, declared the Colonies to be free and independent of England

exclusion: a keeping apart; an act or instance of excluding

fact: a truth known by actual experience or observation; something known to be true

foreign policy: a government's strategy in dealing with other nations

freedoms: personal liberty, as opposed to bondage or slavery

inalienable rights: rights that cannot be given or taken away

immigrants: a person who migrates to another country, usually for permanent residence

inclusion: being a part of something; the act of including

limited government: a government whose powers are limited through constitutionally – imposed restrictions

Loyalist: a person who remained loyal to the British during the American Revolution; Tory

majority rule: a pattern of decision making where decisions are made by vote and a decision requires the support of more than half of those voting

minority rule: a system of government in which the governing party of a country represents only a small proportion of the overall population

opinion: a personal view, attitude, or appraisal

Patriot: a person who loves, supports, and defends his or her country and its interests with devotion

perspective: the state of one's ideas or facts known to one

point of view: a specified or stated manner of consideration or appraisal; a standpoint

rule of law: the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law  
separation of powers: division of power among the three branches of the federal government under the Constitution



## Unit 4: Expansion/Reconstruction

<b>Content Area: Social Studies</b>	<b>Course: Fifth Grade</b>	<b>UNIT: Expansion and Reconstruction</b>
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<b>Unit Description:</b> In this unit, students will understand the costs and benefits of territorial expansion. They will relate learning from previous units about motivations for movement and the risks people took when they decided to move west. Students will learn how this movement resulted in heightened tensions among various groups in the nation. These tensions turn into causation, and students will discover the causes and effects of the Civil War and Reconstruction. They will also understand how advances in technology played a role in societal change by researching various advancements.	<b>Unit Timeline:</b> 4 weeks
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### **DESIRED Results**

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Contrast the impact a civil war has on various groups and regions.
- Understand the role technology has in catapulting change.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. The Civil War was a period of social, economic, and political unrest within the United States.
2. There are costs and benefits of territorial expansion.
3. Technological advances result in great economic and social change.
4. Historical events have an affect on culture and traditions.

#### **Essential Questions: *Students will keep considering...***

- What are the political, economic, and social causes and consequences of the Civil War?
- What are the causes and consequences of reform after the Civil War?
- What motivated people to leave their homeland and travel west?
- How did advances in technology change society?

Standard	Students will know.....	Students will understand....	Students will be able to do.....
5.USH.3a.F	<p><u>annex</u>: to add or attach</p> <p><u>discrimination</u>: unfair treatment of a group or individual</p> <p><u>forty-niner</u>: nickname for a person who arrived in California in 1849 to look for gold</p> <p><u>gold rush</u>: sudden movement of many people to an area where gold has been found</p> <p><u>manifest destiny</u>: belief that the United States should expand west to the Pacific Ocean</p> <p><u>pioneer</u>: early settler of a region</p> <p><u>Texas Revolution</u>: War between Texas settlers and Mexico from 1835-1836 resulting in the formation of the Republic of Texas</p> <p><u>wagon train</u>: common method of transportation to the West, in which wagons traveled in groups for safety</p>	<p>The events that led to moving westward and the impact they made on the establishment of the United States.</p>	<p>Investigate the causes and consequences of Westward Expansion including:</p> <ol style="list-style-type: none"> <li>a. Texas and the Mexican War</li> <li>b. Oregon Territory</li> <li>c. California Gold Rush</li> </ol>
5.USH.3a.I	<p><u>abolitionist</u>: person who wants to abolish, or end, slavery</p> <p><u>border state</u>: a state between the Union and Confederacy that allowed slavery but remained in the Union</p> <p><u>civil war</u>: war between people of the same country</p> <p><u>Compromise of 1850</u>: law passed by Congress under which California was admitted to the Union as a free state and the Fugitive Slave Law was passed</p> <p><u>Confederacy</u>: Confederate States of America formed by the 11 Southern states that seceded from the Union</p>	<p>The Civil War era was a period of great economic, political, and social unrest in American history.</p> <p>Reconstruction was a period repair and rebuild following the Civil War that had lasting impacts on the country.</p>	<p>Identify political, economical, and social causes and consequences of the Civil War and Reconstruction.</p>

	<p><u>casualties</u>: a member of the armed forces lost to service through death, wounds, sickness, capture, or because his or her whereabouts or condition cannot be determined</p> <p><u>Emancipation Proclamation</u>: statement issued by President Abraham Lincoln on January 1, 1863, freeing all slaves in the Confederate states still at war with the Union</p> <p><u>Fugitive Slave Law</u>: law passed by Congress in 1850 that said escaped slaves had to be returned to their owners</p> <p><u>Jim Crow Laws</u>: laws passed in the South after Reconstruction establishing segregation of whites and blacks</p> <p><u>Missouri Compromise</u>: law passed in 1820 dividing the Louisiana Territory into areas prohibiting slavery and areas allowing slavery</p> <p><u>Reconstruction</u>: period of rebuilding after the Civil War during which Southern states rejoined the Union</p> <p><u>secede</u>: to break away from a group, as the Southern states broke away from the United States in 1861</p> <p><u>sectionalism</u>: loyalty to one section of a country rather than to the whole country</p> <p><u>segregation</u>: separation of people of different races</p> <p><u>sharecropping</u>: system of farming in which farmers rented land and paid the landowner with a share of crops they raised</p> <p><u>Underground Railroad</u>: system of secret routes used by escaping slaves that led from the South to the North or Canada</p> <p><u>Union</u>: United States of America</p> <p><u>13th Amendment</u>: 1865-Abolished slavery</p>		
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	<p>and involuntary servitude</p> <p><u>14th Amendment</u>: 1868-Granted all persons born or naturalized in the United States citizenship; said that no state could deny any citizen the equal protection of the law.</p> <p><u>15th Amendment</u>: 1870-Granted African Americans the right to vote; gave the right to vote to male citizens of all races</p>		
5.ECP.4.E	<p><u>agriculture</u>: business of growing crops and raising animals</p> <p><u>canal</u>: human-made waterway</p> <p><u>cotton gin</u>: machine invented by Eli Whitney that cleaned the seeds from cotton</p> <p><u>Industrial Revolution</u>: period of important change for making goods by hand to making goods by machines in factories</p> <p><u>manufacture</u>: to make goods from raw materials</p> <p><u>technology</u>: use of scientific knowledge or new tools to make or do something</p>	Advances in technology catapulted our economy from an agricultural economy to an industrial economy.	Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy.
5.ESG.5.H	<p><u>population</u>: the total number of persons inhabiting a country, city, or any district or area</p> <p><u>distribution</u>: arrangement; classification</p> <p><u>demographics</u>: population statistics, changes, and trends based on various measures</p> <p><u>migration</u>: the process or act of going from one country, region, or place to another</p>	Geography has impacted migration and the people moving into the United States from 1800 to 2000.	Identify major patterns of population distribution, demographics and migrations in the United States.
5.TSSI.7.G	<p><u>perspective</u>: the state of one's ideas or facts known to one</p>	Tools of social science inquiry can be used to research and defend a point of view/position on a social studies' question.	Identify, research and defend a point of view/position.

5. RIG.6.1	<p><u>traditions</u>: the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice</p> <p><u>commemorations</u>- a service, celebration, etc., in memory of some person or event</p>	<p>Cultural features are similar and different across historical periods in the United States.</p> <p>Historical events affect the preservation of cultural features and traditions.</p>	Identify how ideas, concepts and traditions have changed over time in the United States.
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## Unit 4: Assessment

### EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 2, 3, 4</p>	<p><u>Standards</u></p> <p>5.USH.3a.1 5.ECP.4.E 5.RIG.6.1</p>	<p><b><u>Unit Performance Assessment:</u></b></p> <p><b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?</p> <p>After unwrapping the causes and consequences of the Civil War and the Reconstruction era, students will create a journalism artifact showcasing one important person, one major battle, one consequence, and one revolutionizing technology advancement of the time period.</p> <ul style="list-style-type: none"> <li>● Students can use a variety of publishing tools (newspaper frontpage, iMovie news broadcast, google site, etc.) <ul style="list-style-type: none"> <li>■ <a href="#">newspaper template</a></li> </ul> </li> <li>● Students will use information learned throughout the unit and possibly additional research to showcase the information.</li> <li>● Teachers may choose to make this an individual or partner/group project.</li> <li>●</li> </ul> <p><b><u>Performance:</u></b> <b>Scoring Guide:</b> Rubric</p>	<p><b><u>R/R Quadrant</u></b> <b><u>21 Century</u></b></p> <p>D</p> <p>Communication Collaboration Critical Thinking Creativity</p>
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		<ul style="list-style-type: none"> <li>Show a video on Discovery Education called History Kids: Causes of the Civil War <a href="#">Discovery Education</a>.</li> <li>Then during and after the video, have the students complete the L portion of the chart.</li> <li>Read and discuss an article about the Civil War <a href="#">Newsela</a></li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>Civil War <a href="#">Newsela</a></li> </ul>	Advance Organizer	
2, 3	5.USH.3a.I 5.ECP.4.E	<p>3. Civil War Battles (possibly a two-day lesson)</p> <p><b>Objective:</b> Know key people, battles, costs and casualties from the Civil War</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Review the term - casualties</li> <li>Review previous learning-Causes of the Civil War</li> <li>After discussing the infographics, be able to answer the following questions: <i>What were some of the largest battles?</i> <a href="#">Battles-Civil War</a> <i>Which side had the most casualties?</i> <a href="#">Casualties and Costs</a> <i>What can we say about the Civil War compared to other American Wars in history?</i></li> <li>Have students research key battles and complete organizer <ul style="list-style-type: none"> <li><a href="#">Civil War Key Battles organizer</a></li> <li><a href="#">Civil War Battles</a></li> </ul> </li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li><a href="#">Battles-Civil War</a></li> <li><a href="#">Casualties and Costs</a></li> <li><a href="#">Civil War Key Battles organizer</a></li> <li><a href="#">Civil War Battles</a></li> </ul>	<p>Cues, Questions, and Advance Organizer</p> <p>Summarizing and Note Taking</p>	<p>B</p> <p>Communication Collaboration</p>
1, 3, 4	5.USH.3a.I	<p>4. Post War - Reconstruction (possibly a two-day lesson)</p> <p><b>Objective:</b> Know Lincoln’s ideas on reunification, the effects of the Civil War and the meaning of Reconstruction.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>Show engraving, <a href="#">Grant from West Point to Appomattox</a> and review students</li> </ul>	Cues,	<p>B</p> <p>Communication Collaboration</p>

		<p>knowledge of the Civil War</p> <ul style="list-style-type: none"> <li>• Distribute <a href="#">What did Lincoln Want?</a>. Read over with class and discuss the definition of Reconstruction.</li> <li>• Discuss the three goals Lincoln hoped would make the return of the seceded states into the Union easier.</li> <li>• Distribute <a href="#">Amendments Note Sheet</a> to each student. Project the <a href="#">Reconstruction Amendments Timeline</a>.</li> <li>• Discuss what each amendment meant to the people of the United States while students fill in their Amendments Notes Sheet.</li> <li>• Discuss <a href="#">Positive and Negative Outcomes</a> as a group.</li> </ul> <p>Possible Extension resources:</p> <ul style="list-style-type: none"> <li>• While discussing <a href="#">What did Lincoln want?</a>, students could fill out <a href="#">In Your Own Words-What was Reconstruction</a></li> <li>• <a href="#">Reconstruction in the South</a> - Newsela</li> <li>• <a href="#">Reconstruction: a time of political and social upheaval in America</a> - Newsela</li> </ul> <p>Appendix Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Grant from West Point to Appomattox</a></li> <li>• <a href="#">What did Lincoln Want?</a></li> <li>• <a href="#">Amendments Note Sheet</a></li> <li>• <a href="#">Reconstruction Amendments Timeline</a></li> <li>• <a href="#">Positive and Negative Outcomes</a></li> <li>• <a href="#">In Your Own Words-What was Reconstruction</a></li> <li>• <a href="#">Reconstruction in the South</a> - Newsela</li> <li>• <a href="#">Reconstruction: a time of political and social upheaval in America</a> - Newsela</li> </ul>	<p>Questions, and Advance Organizers</p> <p>Summarizing and Note Taking</p>	
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Unit 4: Resources

**UNIT RESOURCES**

**Teacher Resources:**

- [newspaper template](#)
- [Rubric](#)
- Brainpop video [Westward Expansion](#).



- Ideas to Ponder worksheet [Resources](#)
- Discovery Education video called History Kids: Causes of the Civil War [Discovery Education](#)
- Article about the Civil War [Newsela](#)
- [Battles-Civil War](#)
- [Civil War Key Battles organizer](#)
- [Civil War Battles](#)
- [Casualties and Costs](#)
- [Lesson-Effects of War](#)
- [Grant from West Point to Appomattox](#)
- [Reconstruction in the South](#) - Newsela

**Student Resources:**

- Ideas to Ponder worksheet [Resources](#)
- Article about the Civil War [Newsela](#)
- [Civil War Key Battles organizer](#)
- [Battles-Civil War](#)
- [Civil War Battles](#)
- [Casualties and Costs](#)
- [Grant from West Point to Appomattox](#)
- [Reconstruction in the South](#) - Newsela

**Vocabulary:**

abolitionist: person who wants to abolish, or end, slavery

agriculture: business of growing crops and raising animals

annex: to add or attach

border state: a state between the Union and Confederacy that allowed slavery but remained in the Union

canal: human-made waterway

Civil War: war between people of the same country

Compromise of 1850: law passed by Congress under which California was admitted to the Union as a free state and the Fugitive Slave Law was passed

Confederacy: Confederate States of America formed by the 11 Southern states that seceded from the Union

cotton gin: machine invented by Eli Whitney that cleaned the seeds from cotton

commemorations: a service, celebration, etc., in memory of some person or event

discrimination: unfair treatment of a group or individual

Emancipation Proclamation: statement issued by President Abraham Lincoln on January 1, 1863, freeing all slaves in the Confederate states still at war with the Union

demographics: population statistics, changes, and trends based on various measures

distribution: arrangement; classification

forty-niner: nickname for a person who arrived in California in 1849 to look for gold

Fugitive Slave Law: law passed by Congress in 1850 that said escaped slaves had to be returned to their owners

Gold Rush: sudden movement of many people to an area where gold has been found

Industrial Revolution: period of important change for making goods by hand to making goods by machines in factories

Jim Crow Laws: laws passed in the South after Reconstruction establishing segregation of whites and blacks

manifest destiny: belief that the United States should expand west to the Pacific Ocean

manufacture: to make goods from raw materials

migration: the process or act of going from one country, region, or place to another

Missouri Compromise: law passed in 1820 dividing the Louisiana Territory into areas prohibiting slavery and areas allowing slavery

pioneer: early settler of a region

Reconstruction: period of rebuilding after the Civil War during which Southern states rejoined the Union

perspective: the state of one's ideas or facts known to one

population: the total number of persons inhabiting a country, city, or any district or area

secede: to break away from a group, as the Southern states broke away from the United States in 1861

sectionalism: loyalty to one section of a country rather than to the whole country

segregation: separation of people of different races

sharecropping: system of farming in which farmers rented land and paid the landowner with a share of crops they raised

technology: use of scientific knowledge or new tools to make or do something

Texas Revolution: War between Texas settlers and Mexico from 1835-1836 resulting in the formation of the Republic of Texas

traditions: the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice

Underground Railroad: system of secret routes used by escaping slaves that led from the South to the North or Canada

Union: United States of America

wagon train: common method of transportation to the West, in which wagons traveled in groups for safety