

Fifth Grade

Unit #1 Three Worlds Meet - Pre-Revolution New Nation

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st Marking Period**
Length: **10 weeks**
Status: **Published**

Enduring Understanding

European exploration expanded global economic and cultural exchange into the Western Hemisphere affecting the lives of both Native American and European people.

Essential Questions

1. What factors lead to the Age of Exploration?
 2. How did the Age of Exploration and Colonization impact the groups coming into contact with each other?
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NJ Student Learning Standards

SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

Instructional Activities

1. Interactive Map Activities: The Age of Discovery; Examine the many routes taken by the early explorers
2. Old World / New World: The Columbian Exchange; Analyze the impacts cultures have on each other and

themselves when encountering new civilizations

3. Trade Routes: Research the economic, political, and cultural significance of the first global economy
 4. The Triangle Trade: Research, report and analyze the impact new sources of income had on various groups in Europe, Africa, and New World
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Interdisciplinary Connections

1. Language Arts: Research and report on the reasons for the Age of Exploration
 2. Art: Maps of the Explorers; examine the artwork and accuracy of the maps used by the first explorers
 3. Technology: Research and analyze the technological advancements required to explore the world
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Assessment

1. chapter review
 2. map skill activities
 3. research topics and projects
 4. writing development
 5. section quizzes
 6. chapter tests
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Texts and Resources

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

Unit #2 The American Revolution

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **2nd marking period**
Length: **10 weeks**
Status: **Published**

Enduring Understanding

Disputes over authority and economic issues contributed to a movement for independence.

Essential Questions

1. What do people believe is worth fighting for?
2. What principles of government are expressed in the Declaration of Independence?

NJ Student Learning Standards

SOC.6.2.8.D.4.a SOC.6.1.8.D.3.b SOC.6.1.8.C.3.a	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.A.2.c	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.B.3.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.A.2.b	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.A.2.a SOC.6.1.8.C.3.c	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
	Determine the roles of religious freedom and participatory government in various North American colonies.
	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

Instructional Activities

After the Proclamation of 1763, Daniel Boone defied the British and continued to settle west. Have students research Daniel Boone and what he had to do to survive. How does this event relate to the relationship the colonies were having with Great Britain at the time?

On the board, draw a chart with three columns entitled: "Act" "Purpose" "Effect." Call on volunteers to complete different acts the British imposed on the colonists.

Ask students to list five reasons the colonists were angry with the British. With their lists, have the students create protest songs against the British treatment.

Pretend the students are movie directors. Have students create dramatic scenes for the Boston Massacre and perform them for the class.

Have students review the taxes the British imposed on the Thirteen colonies in the 1760s and 1770s. Then, have each student create a Taxation Timeline showing the British tax acts. Students should illustrate their timelines with drawings of their own or cut outs from books and magazines.

Students will assume the role of a reporter for *The Lexington Review*. Write a short account of the events of the Battle of Lexington and Concord, starting with "Paul Revere's Midnight Ride."

Pair students and have each read, analyze, and share account of Battle of Lexington told from a different historical figure's perspective. View clip of movie, April Morning. Research Battle of Lexington. Report on accuracy of events portrayed in movie.

Based on results of pre-assessment, students are leveled in groups (green, red, blue). Each group has an activity menu and will select two activities. Research topics in order to complete activities and share with group. (Rubric based Projects.)

Organize the students into three groups. Students in each group can play the role of reporters interviewing delegates from the Continental Congress on one of the following topics: how and why the Declaration of Independence was written; the origin and meaning of "natural rights" and how this concept is applied in the Declaration; the contents of the Declaration of Independence

Review the historical setting and influential figures surrounding the writing of the Declaration. Examine parts of the document.

Students will then analyze the contract of an indentured servant, and will fill out a capture sheet describing the motives for someone to become an indentured servant, its benefits, and disadvantages.

Write a journal entry as someone who was affected by the invention of the cotton gin. In their entry, they should explain who they are (some possible choices are plantation owners, slaves, or Eli Whitney) and how the cotton gin changed their life.

- What was something good that happened because of the cotton gin?
- Who was it good for? Was it good for anyone else?
- What was something bad that happened because of the cotton gin?
- Who was it bad for? Was it bad for anyone else?

Describe life in the Continental Army during the winter encampments at Morristown. Students will take on the persona of a soldier and write about what they see, how they feel about fighting, and what they think will happen if the colonies win the war

Taxation lesson- Appoint King, parliament member and tax collector. Generate/chart list of items to be taxed in the classroom and how much tax should be imposed for each item. Use tickets/ chips as tax money. Students pay tax if they have item/s in their possession. Tax collector collects taxes, supervised by King and parliament. There can be a tax imposed for those not being quiet during the lesson as well. Calculate: tax collector gets 10%, Parliament gets 40%, and King gets 50% of taxes collected. In journal, describe how taxation without representation made you feel. Are you angry that the King and Parliament receive so much of the tax? Respond and share.

Interdisciplinary Connections

[CCSS.ELA-Literacy.W.5.7](#)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-Literacy.W.5.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

[CCSS.ELA-Literacy.W.5.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.5.9.a](#)

Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

[CCSS.ELA-Literacy.W.5.9.b](#)

Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

[CCSS.ELA-Literacy.W.5.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-Literacy.W.5.2.a](#)

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.5.2.b](#)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.ELA-Literacy.W.5.2.c](#)

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

[CCSS.ELA-Literacy.W.5.2.d](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-Literacy.W.5.2.e](#)

Provide a concluding statement or section related to the information or explanation presented.

[CCSS.MATH.CONTENT.5.NBT.B.7](#)

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Assessment

Produce a newspaper about the Intolerable Acts.

Trace and map the route of *Paul Revere's Ride* and compose a persuasive paragraph evaluation if a courier on horseback was an effective means of transportation during Paul Revere's Ride? Was it successful?

Journal response to *Paul Revere's Ride*.

Students will take on the role of a colonial newspaper editor, preparing an editorial for July 5th, the day after

the contents of the Declaration have become public. They will write a pro-independence or anti-independence editorial, depending on the viewpoint of their newspaper, explaining the main ideas of the Declaration, its ideological antecedents, and their approval/disapproval.

Students should take on the role of a textbook editor and write a section about the background influences on the Declaration. They will write short paragraphs, explaining the key sections of the Declaration along with its "predecessor," and will include information about who wrote the document and its impact on the Declaration. They will include a chart, similar to the one used in this activity.

The Declaration of Independence states that the purpose of government is to secure and protect the natural born rights of citizens: the rights to life, liberty, and the pursuit of happiness. Write a three-paragraph essay that answers these questions: • What did Thomas Jefferson mean by the rights to life, liberty, and the pursuit of happiness? • How does our government protect our rights to life, liberty, and the pursuit of happiness? What actions can our government take to better protect these rights or to assure that all U.S. citizens have these rights?

Pre-and Post Assessment: Integrated Unit American Revolution

(http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1003&context=elem_soc), Project Based Rubrics

Texts and Resources

One if By Land, Two if By Sea Lesson Plan on "Paul Revere's Ride." -

<http://nationalgeographic.org/archive/xpeditions/lessons/17/g35/landsea.html>

The Paul Revere House (Resources for "Paul Revere's Ride") - <https://www.paulreverehouse.org/ride/>

Different Perspectives on the Battle of Lexington - <http://www.cyberbee.com/viewpoints/eyewitness.html>

Shot Heard Round the World is on the video Schoolhouse Rock: America Rock (Scholastic Rock, 1995)

Ben Franklin - <http://www.history.com/topics/american-revolution/benjamin-franklin>

Social Studies Alive Chapter 6

Hands on History: Colonial America (*Scholastic*)

Differentiated Learning Activity on the Dec. of Independence

http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/activity.html

Assessment on Dec. of Independence (What principles of government are expressed in the Declaration of Independence?) - http://clic.cengage.com/uploads/d0095a4105657ebce022ea66e4d106a9_2_4747.pdf

Lesson Plan on Indentured Servant - <http://unveilinghistory.org/blog/lessons/indentured-servitude/>

Chains and *Forge* - novels by Laurie Halse Anderson (Describes the African Americans role in the American

Revolution)

Time Enough for Drums by Ann Rinaldi

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

http://www.britishmuseum.org/search_results.aspx?searchText=renaissance&q=renaissance

<https://app.discoveryeducation.com/learn/search?q=renaissance>

<http://www.history.com/topics/renaissance-art>

<http://worldhistory.mrdonn.org/renaissance.html>

<http://www.teachersfirst.com/lessons/art-ren/>

http://www.pbs.org/empires/martinluther/class_lesson1.html

Assessment

1. chapter review
 2. map skill activities
 3. research topics and projects
 4. writing development
 5. section quizzes
 6. chapter tests
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Unit # 3 American Expansion

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **3rd Marking Period**
Length: **10 weeks**
Status: **Published**

Enduring Understanding

Westward movement, industrial growth, increased immigration, slavery, and development of transportation systems increased regional tensions.

Essential Questions

1. How did the concept of Manifest Destiny influence the growth of the United States after the Revolutionary War?
2. What impact did the westward movement have politically, socially, and economically on different regions of the United States?

3. How did slavery evolve from the Revolution to the beginning of the Civil War?

NJ Student Learning Standards

SOC.6.1.8.D.4.b SOC.6.1.8.B.4.a	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c SOC.6.1.8.A.4.a	Assess the extent to which voting rights were expanded during the Jacksonian period. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.c SOC.6.3.8	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

Instructional Activities

1. Interactive map activities: Trace the growth of the United States from the end of the Revolution to the beginning of the Civil War
2. Timeline activities: Track the events of westward expansion, industrialization and the resulting conflicts
3. The Amistad: Research the events and the outcome and the impact 4. The Lewis and Clark Expedition

Interdisciplinary Connections

Science / Technology: Research the scientific and technological advancements related to the Corps of Discovery

Language Arts: Research an appropriate book on slavery during the pre-Civil War era

Assessment

1. chapter review
2. map skill activities
3. research topics and projects

4. writing development
5. section quizzes
6. chapter tests

Texts and Resources

United States History, Beginnings to 1877, Holt American Civics, Holt
<http://www.history.com/topics/westward-expansion>
<https://app.discoveryeducation.com/learn/search?q=westward%20expansion>
<https://www.archives.gov/education/lessons/amistad/>
<http://www.history.com/topics/amistad-case>
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrialrevolution/pdf/teacher_guide.pdf <http://www.history.com/topics/industrial-revolution>

Unit #4 The Civil War

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **4th Marking Period**
Length: **10 weeks**
Status: **Published**

Enduring Understanding

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

Essential Questions

1. What factors lead to the Civil War?
2. How did the regional differences between the North and South impact the course and outcome of the Civil War?
3. What was the impact of the Civil War on the nation?

NJ Student Learning Standards

SOC.6.1.8.C.5.a
SOC.6.1.8.D.5.a
SOC.6.1.8.D.5.b

Assess the human and material costs of the Civil War in the North and South.
Prioritize the causes and events that led to the Civil War from different perspectives.
Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

SOC.6.1.8.A.5.a

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

SOC.6.1.8.D.5.c
SOC.6.1.8.B.5.a

Examine the roles of women, African Americans, and Native Americans in the Civil War.
Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership and technology) that affected the course and outcome of the Civil War.

Instructional Activities

Interactive map activities: The Civil War; examine the chronology of the Civil War through the geography of the nation

Technology of the Civil War: Examine the nation through advancements in technology and their impact on economic, social and political conditions in both the North and South

Civil War Report: Research and report on a topic of the Civil War

The Gettysburg Address - Less is More: Examine the powerful and lasting impression the address has

Interdisciplinary Connections

Language Arts: Research and report on the causes of the Civil War.

Language Arts: Select an appropriate book to coordinate.

Music: Explore the history of modern music to its roots in the south.

Assessment

1. chapter review
2. map skill activities
3. research topics and projects
4. writing development
5. section quizzes
6. chapter tests

Texts and Resources

United States History, Beginnings to 1877, Holt American Civics, Holt

<http://www.pbs.org/opb/historydetectives/feature/causes-of-the-civil-war/>

http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm

<http://www.history.com/topics/american-civil-war/american-civil-war-history>

<http://www.history.com/topics/american-civil-war>

<https://app.discoveryeducation.com/learn/search?q=civil%20war>

<http://exchange.smarttech.com/search.html?q=%20Cause%20of%20Civil%20War>

<http://www.civilwar.org/battlefields/gettysburg.html>