



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade Social Studies Curriculum

Course Description:

In fifth grade, students engage in the study of events, documents, movements, and people emphasizing the time period between 1800-2000 in America with a focus on inquiry into the continuing development of the United States as a nation. This survey of U.S. History between 1800-2000 requires that students generate and research compelling questions throughout the course of their studies.

Scope and Sequence:

Quarter	Unit	Timeframe
1	<u>Unit 1: Territorial Expansion</u>	14 Days
2	<u>Unit 2: The Impact of Wars on the United States</u>	18 Days
3	<u>Unit 3: Changes in the United States as a Result of Economic Factors</u>	17 Days
4	<u>Unit 4: The Change in Economic, Political, and Social Rights of Individuals and Groups Over Time</u>	16 Days

Curriculum Revisions Tracking 2018-2019

Curriculum Revision Tracking 2020-2021:

- Updated links that were broken.

Curriculum Revision Tracking 2022-2023:

Changed/eliminated/added links and resources (i.e. brainpop) as necessary

Unit 1: Territorial Expansion (none)

Unit 2: The Wars

- Removed Topic 1 and integrated exploration into the beginning of each war
- Expanded the engaging experiences for each war to allow time for analysis of political, economic, and social causes and consequences.

Unit 3: Economics (none)

Unit 4: Changes in groups

- Simplified the engaging experience exploration (EE1) of the 4 different groups
- Relocated an engaging experience to an engaging scenario to create two engaging scenario options
- Increased the number of days allotted per engaging scenario

Curriculum Revisions Tracking 2024-2025:

- **Added some information for teachers to build their background knowledge to understand content before teaching.**
- **Added AVID opportunities for engagement and organization**

Unit 1:

- Updated links
- Combined EEs in Topic 2 and added a number of sessions to a couple of EEs.

Unit 2:

- Updated links
- Changed some of the activities in some of the engaging experiences.

Unit 3:

- Updated links
- Changed/updated some of the activities of the engaging experiences.

Unit 4:

- Updated links
- Made changes to engaging experiences 2 (added talking points for teachers to use with video) and 4 (changed some of the resources)

Unit 1: Territorial Expansion

Subject: Social Studies

Grade: 5

Name of Unit: Costs and Benefits of Territorial Expansion

Length of Unit: Approximately 12-14 days

Overview of Unit: In this unit students will discover what led to the expansion of our country and the lasting implications of the expansion. They will apply this knowledge to present day situations of migration and technology advances in communication, travel, and economics.

Unit Resources:

- *US Growth and Change in the 19th Century*- found on “Epic Books”
- Video Links (EE #1): [The Louisiana Purchase](#)
[The Louisiana Purchase](#)
- Brain Pop - Lewis and Clark
- [Lewis and Clark Timeline](#)
- [Lewis and Clark Infographic](#):
- Trail of Tears Resource Links (EE #3):
[Andrew Jackson's Policies](#) (painting)
[Africans in America](#) (painting)
[Perspectives on the Trail of Tears](#)
[Map from FL to OK](#)
[Trail of Tears for Kids](#)
- Brain Pop - Trail of Tears
- Oregon Trail Resource Links (EE #4):
- [The Oregon Trail Simulation](#)
[Pioneer Talk](#)
[Oregon Trail Lyrics](#)
[Westward Migration](#) (play the first segment on *Westward Migration* - 7:24 minutes)
Minnow and Rose: An Oregon Trail Story by Judy Young- can be found on “Epic Books”
- Gold Rush (EE #5):
[Gold Rush Begins](#) (Play segments - 3:45 min and Gold Rush Lasts Eight Years - 3:05 minutes)
[California Gold Rush](#)
Brain Pop - Gold Rush
- Interactive Mexican-American War (EE #6)
[Mexican-American War \(Ducksters\)](#)
[Mexican-American War \(History for Kids\)](#)
[Mexican American War](#) (show Mexican-American War segment - 3:08 min.)
- Mexican-American War: Then and Now quotes
[Mexican War Timeline](#)
[Mexican American War](#)

- Brainpop - Mexican American War
- [The Pony Express Rider Excerpt from Roughing It by Mark Twain \(EE #8\)](#)
- [Map of the Pony Express \(EE #8\)](#)
- Louisiana Purchase Map Activity
- [Growth of the United States](#)
- Samuel Morse Information (EE #9)
[Samuel Morse](#)
[Telegraph and Telephone](#)
[Morse Code](#)
- *Death of the Iron Horse*-Paul Goble -will be ordered as book resource
- [Transcontinental Railroad:](#)

Pre-Assessment (given prior to starting the unit):

Ideas for potential pre-instruction assessments or activities

- Create a KWL before the unit begins and fill out the “K” and “W.”

Priority Standards for unit:

- 5.H.3.A.b Describe the impact of migration on immigrants and the United States c. 1800-2000.
- 5.H.B Examine cultural interactions and conflicts among native Americans, European Americans, and African Americans from c. 1800-2000.
- 5.H.3.F Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico).

Supporting Standards for unit:

- 5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 2000.
- 5.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.
- 5.GS.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.
- 5.GS.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
- 5.GS.D Distinguish between powers and functions of local, state and national government in the past and present.
- 5.H.3.A.a Outline the territorial expansion of the United States.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).

- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
- 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation's economy; (e.g; technology, movement of people, resources, etc.).
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.EG.5.A.a Use geographic sources to acquire information, answer questions and solve problems.
- 5.EG.5.A.b Construct maps for relevant social studies topics.
- 5.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
- 5.EG.5.B.b Locate and describe real places, using absolute and relative location.
- 5.EG.5.C.a Identify and compare physical characteristics of the nation. (e.g. climate, topography, relationship to water and ecosystems)
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.
- 5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there. (e.g. history, economy, governance, society, and today's culture)
- 5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
- 5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
- 5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.
- 5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.
- 5.TS.7.A.b Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 5.S.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 5.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.

- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic
- 5.TS.7.D Conduct and present research to an audience using appropriate sources
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question
- 5.TS.7.E.c Evaluate and use appropriate resources for investigating and compelling a social studies question
- 5.TS.7.G Research and defend a point of view/position on a social studies question
- 5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources
- 5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
- 5.RI.6.B Evaluate constructive processes or methods for resolving conflicts.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.H.3.A.b	the impact of migration on immigrants and the United States c. 1800-2000	Describe	Analyze	Level 3
5.H.B	cultural interactions and conflicts among native Americans, European Americans, and African Americans from c. 1800-2000	Examine	Evaluate	Level 4
5.H.3.F	the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into hawaii, Alaska, the Philippines, Puerto Rico)	Investigate	Evaluate	Level 4

Essential Questions:

- What were the costs and benefits of territorial expansion?
- How did migration and immigration impact the United States?

Enduring Understanding/Big Ideas:

- Outline the territorial expansion of the United States.
- Describe the impact of migration on immigrants and the United States.
- Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Outline Describe Examine Investigate	Expansion Migration Immigrants Manifest Destiny

Topic 1: Expanding the United States

Engaging Experience 1

Teaching Point: Today I want to teach you about the purpose of the Louisiana Purchase and the impact that it had on the United States.

Suggested Length of Time: 1 Session

Standards Addressed

Priority: 5.H.3.F, 5.H.3.A.a

Supporting: 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.C, 5.E.4.A, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.F, 5.TS.7.A.b, 5.TS.7.B.a, 5.RI.6.B; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to display a map of the Louisiana Purchase. You could let the students study the map and discuss what they notice about the map. They could talk about prior knowledge, differences they notice, questions they have, and predictions they could make.

Another way to do this could be to display the [Louisiana Purchase Infographic](#) (also in Schoology Coaches Corner). You could have students observe the infographic by just displaying parts, beginning with the map and adding the information as the conversation develops.

Bloom's Levels: Evaluate, Understand

Webb's DOK: Level 4, 1

Engaging Experience 2

Teaching Point: Today I am going to teach you about how Lewis and Clark began the westward expansion movement of the United States.

Suggested Length of Time: 1 Session

Standards Addressed:

Priority: 5.H.3.A.a; 5.H.3.A.b; 5.H.B

Supporting: 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.C, 5.E.4.A, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.F, 5.TS.7.A.b, 5.TS.7.B.a, 5.PC.1.F, 5.EG.5.B.a, 5.EG.5.G.a, 5.RI.6.E, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

One way to do this would be to provide a [journal entry](#) of Lewis and Clark or a letter from Thomas Jefferson to Lewis and Clark and allow the students to analyze the impact of the exploration and the cultural interactions the explorers have with Native Americans.

Another way to do this would be to provide a timeline of the Lewis and Clark exploration and have the students discuss the cultural interactions with Native Americans. Also, they could analyze the impact of the Lewis and Clark exploration.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: Levels 1, 3, 4

Engaging Experience 3

Teaching Point: Today I am going to teach you one of the negative impacts of westward expansion, The Trail of Tears.

Suggested Length of Time: 2 Sessions

Standards Addressed

Priority: 5.H.3.A.a; 5.H.3.B; 5.H.3.F

Supporting: 5.PC.1.E, 5.GS.A, 5.GS.C, 5.H.3.C, 5.EG.5.C.b, 5.EG.5.D, 5.RI.6.A.a, 5.RI.6.A.b, 5.RI.6.D, 5.RI.6.E, 5.TS.7.B.a, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

One way to do this would be to simulate how the Native Americans felt during the Trail of Tears. You could role play with your students by having half of them be left out or have something taken away from them and given to the other half. You could then discuss how they felt and relate this to the Trail of Tears.

Another way to do this would be to introduce the Trail of Tears by providing primary resources for the students to view. Begin with a picture or [painting, painting](#) of the Trail of Tears. Have students discuss what they notice about the picture. Slowly introduce quotes, timelines, and excerpts from journals.

Another way to do this would be to have the students research the Trail of Tears. With that information, the students could create a presentation, letter, or picture detailing the events and implications of the Trail of Tears. **(Refer to Trail of Tears links in “Unit Resources” at the top of this document)**

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: 1, 4

Engaging Experience 4

Teaching Point: Today I am going to teach you about the Oregon Trail and how it impacted expansion in the west.

Suggested Length of Time: 1-2 Sessions

Standards Addressed

Priority: H.3.A.a; H.3.A.b; H.3.B; H.3.F

Supporting: 5.PC.1.E, 5.PC.1.F, 5.E.4.D.a, 5.E.4.D.b, 5.EG.5.A.b, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.B.a, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

One way to do this would be to simulate the Oregon Trail with your class. You can simulate what it is like to prepare for your trip, travel along the trail, and settle at the end. You could have the students use journal entries to keep track of their learning throughout the simulation.

Another way to do this is to use the *To the West Song* by H. De Marsan (or another) and analyze the lyrics for information about the Oregon Trail. You could jigsaw the song and have different students dissect different parts then debrief.

Another way to do this would be to read the book *Minnow and Rose: An Oregon Trail Story* by Judy Young. Have students reflect on the message of the story and how they can apply the narrative to information they have already learned about the Oregon Trail.

A final way to do this is to have the students construct a map of the Oregon Trail with important landmarks along the way.

(Refer to Oregon Trail links in “Unit Resources” at the top of this document)

Bloom’s Levels: Understand, Analyze, Evaluate

Webb’s DOK: Levels 1, 3, 4

Engaging Experience 5

Teaching Point: Today we are going to learn about why we had a Gold Rush in the United States and the impact it had on our country.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: H.3.A.a; H.3.A.b; H.3.F

Supporting: 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.E.4.D.b, 5.E.4.D.a, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to display a [letter](#) from someone that was present during the Gold Rush. The students would analyze the letter to discover the purpose of the Gold Rush. Also, they would work to understand why people would leave their homes and families and take the journey on the California Trail.

Another way to do this is to display a graph showing the population growth of California from 1846-2013 (source available on getepic.com: Life During the Gold Rush by Bethany Onsgard). Ask students to describe information from the graph and how it impacted California. Also allow students to answer why they think California's population continued to grow even after the Gold Rush slowed?

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: Levels 1, 3, 4

Engaging Experience 6

Teaching Point: Today we are going to discuss the causes and effects of the Mexican-American War.

Suggested Length of Time: 1-2 Sessions

Standards Addressed

Priority: 5.H.3.B; 5.H.3.F

Supporting: 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.C.b, 5.RI.6.A.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a, 5.RI.6.B; 5.TS.7.F

Detailed Description/Instructions:

One way to do this would be to examine the [Mexican-American War: Then and Now quotes](#) or politician's [debates](#) to discover the feelings of United States citizens then and now.

Another way to do this would be to have students research the question, "Was the U.S.-Mexican War necessary?" Have students create a presentation with the information they find including their evidence for their opinion. This presentation should be created for an authentic audience (a grade level buddy, parent, etc.).

Bloom's Levels: Evaluate

Webb's DOK: Level 4

Engaging Experience 7:

Title (Teaching Point): Today I am going to teach you about situations where people migrate in our country today.

Suggested Length of Time: 1- 2 Sessions

Standards Addressed

Priority: H.3.A.b; H.3.B

Supporting: 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.C.b, 5.RI.6.A.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a, 5.RI.6.B; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to have the students research and discuss situations where Americans have to migrate today. Some ideas that you may discuss: natural disasters, poverty, economy, cost of living, etc. You could have the students write an essay outlining these ideas.

Another way to do this is: is to have the students research and discuss situations where Americans have to migrate today. Some ideas that you may discuss: natural disasters, poverty, economy, cost of living, etc. You could have the students create a **presentation** outlining these ideas.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: Levels 3, 4

Topic 2: Connecting the East Coast and West Coast

Engaging Experience 8:

Teaching Point: Today we are going to learn about modes of transportation that connect the east coast and west coast. The railroad changed transportation and the Pony Express changed communication in our country.

Suggested Length of Time: 1 Session

Standards Addressed

Priority: H.3.A.a; H.3.A.b; H.3.B; H.3.F

Supporting: 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.EG.5.A.a, 5.EG.5.B.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.EG.5.C.a, 5.EG.5.E, 5.EG.5.F, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to analyze the primary source [*The Pony Express Rider by Mark Twain*](#) (in Schoology). The students could discover what it was like to be a Pony Express Rider and their role in Westward Expansion. Then use the book, *Death of an Iron Horse*, to examine the implications of the railroad and the Native American tribes in the country. Allow students to reflect on the different perspectives offered from the story. How did the railroad benefit the country? How did the railroad continue to impact the relationship between the country and Native Americans?

Another way to do this would be to display a map of the Pony Express trail route. Ask students to reflect on the route of the map. How did it help with communication in the country? How did it connect people and resources to each other? Then, have students research historical songs that reference the railroad and the building of the railroad. Have students reflect on the meaning of the songs and describe the connections between the railroad and changes in the country.

Bloom's Levels: Analyze, understand

Webb's DOK: Level 1, 3, 4

Engaging Experience 9:

Teaching Point: Today I am going to teach you about the telegraph and how it changed communication. We will also explore newer inventions and the implications on travel, communication, and the economy in our country today.

Suggested Length of Time: 1 session

Standards Addressed

Priority: H.3.A.a; H.3.A.b; H.3.B; H.3.F

Supporting: 5.PC.1.E, 5.PC.1.F, 5.H.3.C, 5.E.4.D.a, 5.EG.5.E, 5.TS.7.A.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.b; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to study Samuel Morse and who he was as a person. How did he change our country? What lasting contributions still impact our country today? Have students consider what ideas they have that would improve the country. **(Refer to Samuel Morse links in “Unit Resources” at the top of this**

document) Then, let the students research how a new invention (e.g. different forms of social media, iPhone/cell phones, high speed travel, etc.) has impacted our nation’s travel, communication, and economy. They could spend one day gathering information and one day preparing their presentation (could be an essay or different form of presentation).

Another way to do this is to view the map “Transcontinental Telegraph Line” (in Schoology) and analyze what the map shows about communication in the United States. The students should think about why we had to develop new ways of communicating. Why was the Pony Express no longer effective?

Bloom’s Levels: Understand, Analyze, Evaluate

Webb’s DOK: 1, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Priority Standards: H.3.A.a; H.3.A.b; H.3.B; H.3.F

Supporting Standards: TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a, TS.7.C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G; 5.TS.7.F

Write a letter to a family member or loved one they left back “home.” The letter needs to detail where they settled, why they chose to settle there, information about their journey, different conflicts they have encountered, and benefits on where they have lived. Also some details about the state of the nation (conflicts or new territories of the US). Encourage students to handwrite the letter and possibly include a picture.

Unit 2: The Impact of Wars on the United States

Subject: Social Studies

Grade: 5

Name of Unit: The Impact of Wars on the United States

Length of Unit: Approximately, 18 days

Overview of Unit*: In this unit, students will learn about several major wars in the United States, including the Civil War, World War I, World War II, and the Cold War. They will analyze the causes, details, and consequences of each war. Students will connect the outcomes of each war to political, social, and cultural changes that still remain in our country today.

*This unit is set up as an explore first and explain second. It is set up similar to our science units. If you feel that your class needs a foundation of understanding, feel free to do some explaining first to build background knowledge.

Unit Resources:

- Research Tools
 - [Notes template](#)
 - [Videos and websites to build background knowledge](#)
 - Teacher background knowledge
 - [Civil War](#)
 - [World War I](#)
 - [World War II](#)
 - [Cold War](#)
- Civil War (also on Schoology)
 - [Causes of the Civil War](#)
 - [Battle of Fort Sumter Picture](#)
 - [Battle of Fort Sumter PBS Video](#)
 - [Battle of Gettysburg Infographic](#)
 - [General Lee's farewell letter to his Confederate Troops](#)
 - [General Lee Truce Flag](#)
 - [Gettysburg](#)
 - [Reconstruction Infographic](#)
 - A Nation Divided: Causes of the Civil War By: Jeff Putnam on epic!
 - [10 Things You Should Know About the Civil War \(Click on Full PDF Text\)](#)
- WWI (also on Schoology)
 - *Irena's Jars of Secrets* (mentor text provided)
 - *Where Poppies Grow* (mentor text provided)
 - Events Leading to World War I
 - [ebook: WWI: The Cause of War The Zimmerman Telegram](#)
 - ["Over There" propaganda song and "Make Germany Pay" video](#)

- [WWI Museum Timeline](#)
- [Trench Warfare](#)
- [New Technology in WWI](#)
- [Women in WWI](#)
- [U-Boat Devastation](#)
- [WWI Virtual Field Trip of National World War I Museum and Memorial](#)
- WWI Garden Poster PDF in Schoology
- Changing Technology PDF in Schoology
- WWII (also on Schoology)
 - [ebook: The Great Depression & WWII](#)
 - [WWII Timeline](#)
 - [WWII Scholastic Timeline](#)
 - [FDR Pearl Harbor Speech](#)
 - [WWII Pacific Biography Videos](#)
 - [WWII Interactive Map](#)
 - [Pictures of D-Day](#)
 - [Pictures of D-Day](#)
 - [Atomic Bomb Pictures](#) (Preview before showing students)
 - [VE Day Celebrations Photos](#)
 - [VE Day Celebration Photos](#)
 - [WWII Economic Effects Infographic](#)
- The Cold War (also on Schoology)
 - [Background Knowledge about the Cold War](#)
 - [“Iron Curtain Speech” Winston Churchill](#)
 - [Nuclear Arms Race Infographic](#) [Space Race Memorandum](#)
 - [NATO and Warsaw Pact Map](#)
 - [Space Race Video](#)
 - [Red Dot Activity](#)
 - [Duck and Cover Ad](#)
 - [“Tear Down this Wall” speech](#)

Pre-Assessment (given prior to starting the unit):

- KWL at the beginning of each topic. With such a broad topic, you could create a new KWL for each war by using the essential questions and priority standards to guide your discussion. Also, you could ask what the students know about the causes and consequences of each of the wars to narrow the discussion.

Priority Standards for unit:

- 5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
- 5.H.3.I.a Identify political, economic, and social causes and consequences of World War I and WWII on the United States.

- 5.H.3.I.b Identify political, economic, and social causes and consequences of the Cold War on the United States.
- 5.GS.2.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.

Supporting Standards for unit:

- 5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
- 5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
- 5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- 5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 200.
- 5.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 5.GS.2.A Explain how the purpose and role of government have been debated across historical time periods to current times.
- 5.GS.2.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
- 5.GS.2.D Distinguish between powers and functions of local, state and national government in the past and present.
- 5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).
- 5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women’s Movement, and others).
- 5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.
- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.
- 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation’s economy; (e.g; technology, movement of people, resources, etc.).
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.EG.5.A.a Use geographic sources to acquire information, answer questions and solve problems.
- 5.EG.5.A.b Construct maps for relevant social studies topics.

- 5.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
- 5.EG.5.B.b Locate and describe real places, using absolute and relative location.
- 5.EG.5.C.a Identify and compare physical characteristics of the nation. (e.g. climate, topography, relationship to water and ecosystems)
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g. such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.
- 5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there. (e.g. history, economy, governance, society, and today's culture).
- 5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
- 5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
- 5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.
- 5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.
- 5.TS.7.A.b Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 5.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.
- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic
- 5.TS.7.D Conduct and present research to an audience using appropriate sources
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question
- 5.TS.7.E.c Evaluate and use appropriate resources for investigating and compelling a social studies question
- 5.TS.7.G Research and defend a point of view/position on a social studies question
- 5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources

- 5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
- 5.RI.6.B Evaluate constructive processes or methods for resolving conflicts.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.H.3.G	Political, economic and social causes and consequences of the Civil War and Reconstruction.	identify	understand	1
5.H.3.I.a	Political, economic, and social causes and consequences of World War I and WWII in the United States.	identify	understand	1
5.H.3.I.b	Political, economic, and social causes and consequences of the Cold War on the United States.	identify	understand	1
5.GS.2.B	Peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.	analyze	evaluate	3

Essential Questions:

- How did wars change the United States?
- What were the resolutions to the wars?

Enduring Understanding/Big Ideas:

- Describing the political, economic, and social causes and consequences of the Civil War, World War I, World War II, and the Cold War.
- Describing the government's role in impacting the wars in the United States.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Analyze	Legitimate authorities

Topic 1: Explaining the Wars

Engaging Experience 1

Teaching Point: Today I am going to teach you the causes and consequences of the Civil War.

Suggested Length of Time: 4 sessions

Standards Addressed

Priority: 5.H.3.G; 5.GS.B

Supporting: 5.PC.1.A; 5.PC.1.B; 5.GS.2.A; 5.GS.2.C; 5.H.3.B; 5.H.3.C; 5.H.3.E; 5.EG.5.B.a; 5.EG.5.C.b; 5.EG.5.G.a; 5.EG.5.G.b; 5.RI.6.A.b; 5.RI.6.E; 5.TS.7.A.a; 5.TS.7.E.a; 5.EG.5.E; 5.GS.2.D; 5.EG.5.B.b; 5.PC.1.D; 5.PC.1.F; 5.GS.D; 5.EG.5.C.a; 5.RI.6.C; 5.RI.6.B; 5.TS.7.F

Detailed Description/Instructions:

Day 1 (explore) - Allow students to explore the Civil War and begin to develop questions by providing the students with books, articles, and websites (see the resources above). Freedom Flix from Mid-Continent Public Library has many resources as well. They could begin to take notes using a familiar note taking strategy.

Day 2 (causes) - Explain the causes of the civil war. Students could watch the Causes of the Civil War BrainPOP video and analyze the political, economic, or social causes. Students can read the poem, "[Fort Sumter](#)" by James Foulk. Discuss with students about what the poem is teaching them about the battle that started the Civil War.

Day 3 (resolutions) - view the [truce flag](#) that General Lee used to signal a surrender to General Lee. Discuss what a surrender means and why this truce flag is a significant artifact of the Civil War. Next, view the Civil War Reconstruction video on Brainpop and discuss how reconstruction changed the United States.

Day 4 (consequences) - Read the book *Slavery in America* (available through MCPL on TrueFlix). Chapters 5 and 6 are about slavery ending and what happened to the slaves after they were freed. Discuss these topics and how we are still feeling the impacts of Reconstruction today.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 2

Teaching Point: Today I am going to teach you about the causes and consequences of WWI.

Suggested Length of Time: 4 Sessions

Standards Addressed:

Priority: 5.H.3.I.a

Supporting: 5.PC.1.B; 5.GS.2.A; 5.GS.2.C; 5.H.3.B; 5.H.3.C; 5.H.3.E; 5.EG.5.B.a; 5.EG.5.C.b; 5.EG.5.G.a; 5.EG.5.G.b; 5.RI.6.A.b; 5.RI.6.E; 5.TS.7.A.a; 5.TS.7.E.a; 5.EG.5.D; 5.EG.5.B.b; 5.EG.5.E; 5.EG.5.F; 5.RI.6.C; 5.RI.6.B; 5.TS.7.F

Detailed Description/Instructions:

Day 1 (explore) - Give the students a quick background about WWI using the WWI museum timeline. Then, you could show the students the [Zimmerman Telegram](#) and translation from the National Archives website. Discuss why this telegram was the breaking point for the US. Next, students explore [Kansas City's National World War I Museum](#). Have students formulate questions to reflect on during the unit.

Day 2 (causes) - Students will analyze the political, economic, and social causes of WWI. Introduce four main causes with this [video clip](#) (until 1:22). Students can explore further on [Ducksters](#). Have students sort the various causes into the following categories: political, economic, and social.

Day 3 (Consequences) - Show the students the pictures on the [website about women in WWI](#). Then, discuss how women's roles had changed in the US because the men were off at war. Also, you can show them the women's garden poster. Next, students can explore the consequences to modern warfare on [Ducksters](#).

Day 4 (resolution) - Watch the ["Make Germany Pay" video](#) and discuss why the United States took the stance they did about Germany and the Treaty of Versailles. Next, show students how land borders changed in Europe with the video, [Animated Map](#).

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: Level 2, 3

Engaging Experience 3

Teaching Point: Today I am going to teach you about the causes and consequences of WWII.

Suggested Length of Time: 4 sessions

Standards Addressed

Priority: 5.H.3.I.a, 5.GS.2.B

Supporting: 5.PC.1.B; 5.GS.2.A; 5.GS.2.C; 5.H.3.B; 5.H.3.C; 5.H.3.E; 5.EG.5.B.a; 5.EG.5.C.b; 5.EG.5.G.a; 5.EG.5.G.b; 5.RI.6.A.b; 5.RI.6.E; 5.TS.7.A.a; 5.TS.7.E.a; 5.EG.5.B.b; 5.EG.5.B.b; 5.EG.5.C.a, 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

Day 1 (explore) - Have students create a KWL in their social studies notebook. Prior to researching, have students write a few things they may already know about WWII. Allow students time to explore information on WWII on [Ducksters](#). While researching, students should draft questions that arise as they explore. Optional - create a class KWL anchor chart to discuss student findings.

Day 2 (causes) One way to do this is to listen to [President Roosevelt's speech](#) he gave after the attack on Pearl Harbor. Discuss why this event was what led the United States to enter into the war. Display the timeline (links below) showing the events that had already taken place before the United States entered.

- [WW II Timeline for Kids](#)
- [Pearl Harbor](#)

Day 3 (consequences) - View pictures from D-Day (links below), the day the United States officially entered WWII in Europe. Have students share what they notice about the pictures and what the pictures tell them about WWII in Europe. You could use the ["Jot Thoughts"](#) cooperative learning strategy to guide this discussion.

- [What Was D Day?](#)
- [World War II](#)
- Guiding Questions:
 - What do you **see**?
 - What do you **think** about that?
 - What does it make you **wonder**?

Next, show the [picture of the atomic bomb](#) the United States dropped on Hiroshima and Nagasaki (preview before showing pictures to students). Show before and after pictures of the cities. Discuss the lasting

impacts of the bombs. Have students debate if the United States should or shouldn't have used the atomic bomb.

Day 4 (resolution) - Explore how the League of Nations evolved into the United Nations following WWII on Brainpop. Compare and contrast similarities and differences between the two. Students can also explore UN [for Kids](#). Next, have students explore differences about women in the workforce in WWII versus WWI using the [Women in World War II](#). Students can use the primary sources to analyze the social, political, and economic effects. Additional resolution for the Soviet Union on [Ducksters](#).

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 4

Teaching Point: Today I am going to teach you about the causes and consequences of the Cold War.

Suggested Length of Time: 4 Sessions

Standards Addressed

Priority: 5.H.3.I.a

Supporting: 5.PC.1.B; 5.GS.2.A; 5.GS.2.C; 5.H.3.B; 5.H.3.C; 5.H.3.E; 5.EG.5.B.a; 5.EG.5.C.b; 5.EG.5.G.a; 5.EG.5.G.b; 5.RI.6.A.b; 5.RI.6.E; 5.TS.7.A.a; 5.TS.7.E.a; 5.GS.2.D; 5.EG.5.B.b; 5.RI.6.D; 5.EG.5.C.a; 5.RI.6.C; 5.TS.7.F

Detailed Description/Instructions:

Day 1 (explore) - Have students create a KWL in their social studies notebook. Prior to researching, have students write a few things they may already know about the Cold War. Allow students time to explore information on the Cold War on [Ducksters](#). While researching, students should draft questions that arise as they explore. Optional - create a class KWL anchor chart to discuss student findings.

Day 2 (causes) - Define the terms cold war and hot war. Describe to students that the Civil War, WWI, and WWII were all hot wars meaning they led to battle. The Cold War never led to battle but instead to a time period of events between the different superpower countries of the world. Next, have students view the Cold War Brainpop. Discuss with students the different viewpoints between Communism and Capitalism. Have students add onto their KWL chart with what they learned about the causes of the Cold War.

Day 3 (consequences) - Have your class participate in the [“Dot Activity”](#) (see PDF on Schoology). Students will form groups based on secret identities. Each student will receive a piece of paper. Some with dots and some without. No one can reveal if they have a dot; however, students must form a group of non-dot students based on suspicions. After completing the activity, connect this to the Red Scare that occurred in our country. Have students form their groups of who had dots and who did not. Tell students that they need to begin to build trust with one another and discuss ways they can accomplish this trust. After the discussion connected this activity to the fall of the Soviet Union and the United States regaining the trust of its citizens. Students can explore more about the red scare on [Ducksters](#).

Day 4 (resolution) - Explore the political, social, and economic effect of the Arms Race on the United States after exploring [Ducksters](#). Then, discuss the [Nuclear Non-Proliferation Treaty](#) with students. Additional information - https://www.youtube.com/watch?v=8u56-vwW_7k. Have students add to their KWL on how the Cold War affected the United States in regards to nuclear weapons.

Bloom's Levels: Apply

Webb's DOK: Level 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Priority Standards: 5.H.3.G; 5.H.3.I.a; 5.H.3.I.b; 5.GS.2.B

Supporting Standards: 5.PC.1.B; 5.GS.2.A; 5.GS.2.C; 5.H.3.B; 5.H.3.C; 5.H.3.E; 5.EG.5.B.a; 5.EG.5.C.b; 5.EG.5.G.a; 5.EG.5.G.b; 5.RI.6.A.b; 5.RI.6.E; 5.TS.7.A.a; 5.TS.7.E.a; 5.TS.7.B.b; 5.EG.5.B.b; 5.RI.6.A.a; 5.EG.5.D; 5.TS.7.F

Students are to create an essay replicating the format of the *I Survived* series books. Students will select one war to describe how they “survived” the war. Students are to give background of the war and outcomes of the war. Finishing the essay with details about the lasting impacts of the war in our country. The students could use Book Creator, Story Bird, a physical book, etc.

Unit 3 : Changes in the United States as Result of Economic Factors

Subject: Social Studies

Grade: 5

Name of Unit: Changes in the United States as Result of Economic Factors

Length of Unit: Approximately 14-17 Days

Overview of Unit: In this unit students will learn about the common economic practices in our country and the four major industrial movements. They will learn how the revolutions of steam power, assembly lines, computers, and robots have impacted the past and present day.

Unit Resources:

Topic 1

- [Water Scarcity Infographic](#)
- Supply and Demand Infographic
- [TED Talk, “Don’t Eat the Marshmallow”](#)
- [Hidden Cost of Gangnam Style Chart](#)
- [The Land of the Lost Infographic](#)
- [Monthly Expenses Infographic](#)
- Labor Laws Resources
[Child Labor Photographs](#)
[Cartoon Drawings of Labor Movement](#)
- Great Depression Resources:
[Brother, Can You Spare a Dime?](#)
[Songs of the Great Depression and the Dust Bowl Migrants:](#)
[Dorthea Lange photo:](#)
[Poor Man, Rich Man Song Lyrics](#)
[All I Want Song Lyrics](#)

Topic 2

- “The 4 Industrial Revolutions” Infographic (in Schoology)
- The Railroad Primary Resources (in Schoology)
- [“Timeline of the Transcontinental Railroad”](#) There is a shorter timeline pdf on Schoology.
- [“I Love Lucy” Chocolate Assembly Line Scene](#)
- [Henry Ford’s Assembly Line Invention](#)
- [Inside Ford’s Moving Assembly \(modern day\) Car Assembly Cartoon](#)
- [How It’s Made- Ice Cream Sandwiches](#)
- [Computer History](#)
- Computers Over Time (in Schoology)
- [A Brief History of the Computer](#)
- [Visual Computer Timeline](#)
- [Background knowledge about the invention of the computer 10 Things We Couldn't Do Without Robots](#)

Pre-Assessment (given prior to starting the unit):

- KWL Chart
- Concept Vocabulary Match-provide students with the vocabulary terms from the unit and have them match the definitions to the term

Priority Standards for unit:

- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
- 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation's economy; (e.g; technology, movement of people, resources, etc.).

Supporting Standards for unit:

- 5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
- 5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
- 5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- 5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 200.
- 5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.
- 5.H.3.A.a Outline territorial expansion of the United States
- 5.H.3.A.b Describe the impact of migration on immigrant and the United States c. 1800-2000
- 5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).
- 5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movement, and others
- 5.H.3.F Investigate the causes and consequences of westward expansion, including the Texas and Mexican War, Oregon Territory, California Gold Rush
- 5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
- 5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.
- 5.H.3.I.a Identify political, economic, and social causes and consequences of World War I and WWII on the United States
- 5.H.3.I.b Identify the political, economic, and social consequences of the Cold War on the United States

- EG.5.A.a Use geographical research sources to acquire and process information to answer questions and solve problems
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present
- 5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.
- 5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there
- 5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed
- 5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000
- 5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post 1800
- 5.RI.6.A.b Describe the cultural impact of migration on the immigrant and the United States c. 1800-2000
- 5.S.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 5.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.
- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic
- 5.TS.7.D Conduct and present research to an audience using appropriate sources
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question
- 5.TS.7.E.c Evaluate and use appropriate resources for investigating and compelling a social studies question
- 5.TS.7.G Research and defend a point of view/position on a social studies question
- 5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources
- 5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.H.3.H	political, economic, and social causes and consequences of the Great Depression.	Identify	Understand	Level 2

5.E.4.A	how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	Explain	Apply	Level 3
5.E.4.D.a	the factors, past and present, that influence changes in our nation's economy; (e.g. technology, movement of people, resources, etc.).	Explain	Analyze	Level 4

Essential Questions:

- How have economic factors influenced change in the United States?
- How does scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present, and future?

Enduring Understanding/Big Ideas:

- Identify political, economic, and social causes and consequences of the Great Depression
- Explain the factors, past and present, that influence changes in regional economies

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Explain Causes Consequences	Great Depression Scarcity Supply and demand Opportunity cost Income Labor Wages

Topic 1: Economic Concepts in our Nation

Engaging Experience 1

Title (Teaching Point): Today I am going to teach you what happens when items are in low supply and how it impacts our economy through prices. This concept is known as scarcity.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to remove half of the chairs in your classroom. Try to make it a surprise for the students so they do not know in advance. Tell the students that they have to come up with a solution to fix the problem. Allow time for the students to give suggestions and hold a vote to decide which one to follow through for the day. Connect the activity to goods in the real world that become scarce and how producers and consumers work through scarcity.

Another way to do this is to display the [Water Scarcity Infographic](#). After reading through the infographic, talk to students about the term scarce and what it means in terms of water. How would our lives change if water became scarce in Kansas City? What are some ways to prevent water from becoming scarce?

Bloom's Levels: Analyze, Evaluate, Create

Webb's DOK: 3, 4

Engaging Experience 2

Teaching Point: Today I am going to teach you when items become scarce or abundant in the economy how it impacts the price of the items. This is known as supply and demand.

Suggested Length of Time: 1 Session

Standards Addressed:

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to talk about the chair activity from the day before. If you were to put a price on a chair to buy, would the students spend their money to buy a chair for the day? What should the price be for a chair when there is a short supply? Then discuss if the situation was switched around--the classroom had double the amount of chairs needed for the room. Would they spend money to buy a chair? How much would the chair be worth now that there is an excess amount?

Another way to do this is to view the [Supply and Demand Graph of U.S. Corn](#). Talk about what the data is presenting. When the supply is high, what happens to the price? When the supply is low, what happens to the price? Discuss possible situations explaining why the corn supply may have been high or low. What was occurring in our country that may have caused change?

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 2, 3

Engaging Experience 3

Title (Teaching Point): Today I am going to teach you how there is always something lost when you spend money. This is referred to as opportunity cost.

Suggested Length of Time: 1 Session

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to view the TED Video, [“Don’t Eat the Marshmallow”](#). After viewing the video, talk to the students about what the children gave up by eating the marshmallow before the 15 minutes was over. Make the connection to opportunity cost and talk about times where the students gave up one thing in order to have another. Connect this to a real life experience- if you buy this lego now, you can’t go to that movie later.

Another way to do this is to display the [“Hidden Cost of Gangnam Style”](#) graph. Discuss what the data is showing and talk to students about the opportunities that were given up based on the people who viewed the video.

A final way to do this is to talk about the daily habits of watching television and what people are giving up by watching television. Ask students what their daily habits are and what opportunity costs are present in their lives.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 1, 2, 3

Engaging Experience 4

Title (Teaching Point): Today I am going to teach you what it means to manage a monthly amount of money known as income.

Suggested Length of Time: 1 Session

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is to give each of your students a paycheck. Allow students to feel excited about the large amount of money on the check, then present to them the bills they have for the month (house, car, utility, internet, food, etc.). Have students take the time to subtract the amount they owe in bills from their paycheck to see how much they have left over. Discuss the options the students have with their left over money.

Another way to do this is to show the [monthly spending infographic](#). Discuss with the students the different expenses that are paid each month. Provide an estimate for how much money is spent for each expense each month. Discuss the differences between expenses for one person compared to a family of four members.

Bloom’s Levels: Understand, Apply

Webb’s DOK: 2, 3

Engaging Experience 5

Title (Teaching Point): Today I am going to teach you about a time in our country when children were allowed to work instead of attend school. The impacts it had on the economy and overall health of our country led to the labor laws in place today.

Suggested Length of Time: 1 Session

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F

Detailed Description/Instructions:

One way to do this is view the pictures of child labor in the United States before the Child Labor Laws were in place. Ask if they would rather be working all day instead of in school? What would be positive and negative outcomes? How would their life be different? Introduce Child Labor Laws.

- <http://www.historyplace.com/unitedstates/childlabor/> Child Labor Photographs

A final way to do this is to display a timeline of the labor movement. Discuss what the events mean and represent. What changes has our country made about labor laws? How have these changes impacted the economy? [Child labor law timeline](#)

Bloom's Levels: Understand, Evaluate

Webb's DOK: 1, 2, 3

Topic 2: Exploring Economic Changes

Engaging Experience 6

Title (Teaching Point): Today I am going to teach you what happened in our country when all economic factors we learned from the first topic failed. This time period is now known as the Great Depression.

Suggested Length of Time: 3-4 Sessions

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F, 5.RI.6.C

Detailed Description/Instructions:

One way to do this is to allow students to the videos about the Great Depression. Students can create a one pager ([collaborative one-pager](#) option using Google Slides) about the main ideas they discover while watching the videos.

- [The Depression segment \(0:46\)](#)
- [The Economy \(1:02\)](#)
- [The Dust Bowl \(2:25\)](#)
- [Minorities During The Great Depression \(0:59\)](#)

Another way to do this is to view the [“Migrant Mother”](#) photo. Talk about how this is a famous picture from the Great Depression. Have students record what they see, what they wonder, and what they think about the photograph. If they were the mother, what would they be thinking? Allow students time to share thoughts.

Another way to do this is to have students research the top 5 causes of the Great Depression. The following day they could research the top 5 consequences of the Great Depression. You could choose to share this as a multimedia presentation.

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: 1, 2, 3

Engaging Experience 7

Teaching Point: Today I am going to teach you about the First Industrial Revolution and how transportation changed when the train was invented--bringing both positive and negative changes to the economy.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F, 5.RI.6.C

Detailed Description/Instructions:

One way to do this is to show the students the “Transcontinental Railroad Primary Sources” document in Schoology and study the different maps and pictures. Discuss how the railroad changed the United States economy, regions, and way of life.

Another way to do this is to view [The Railroad that Changed America](#) and evaluate the different benefits of the railroad. Also, you could discuss the negative aspects of developing the railroad. It is important to discuss with the students why railroad travel is not as popular today. Connect this to Unit 1 and talk about how communication changed and how transportation has changed as well.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: Level 3

Engaging Experience 8

Teaching Point: Today I am going to teach you about the Second Industrial Revolution of the assembly line and how it changed the economy forever.

Suggested Length of Time: 1 sessions

Standards Addressed:

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F, 5.RI.6.C

Detailed Description/Instructions:

One way to do this is to simulate the creation of an assembly line. You could show the students the [Love Lucy Chocolate Assembly Line Scene](#) to give them background knowledge of assembly lines. Then, you could simulate the process of an assembly line by creating a toy, wrapping a present, etc. Last, you could

discuss how this process changed consumers and companies in the US. Also, you could relate this to keeping up with supply and demand.

Another way to do this is to view the video [“Henry Ford Assembly Line Invention”](#) and compare it to the “ [Inside Ford's Moving Assembly Line | AutoMotoTV](#)” video. Discuss how assembly lines changed our world and how they have changed over time. You could also discuss how parts of the assembly line have been replaced with machines and how that has impacted people.

Bloom’s Levels: Analyze, evaluate, Create

Webb’s DOK: Level 3

Engaging Experience 9

Teaching Point: Today I am going to teach you about the Third Industrial Revolution and the invention of the computer changing the lives and businesses of Americans.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F, 5.RI.6.C

Detailed Description/Instructions:

One way you could do this is to view [A Brief History of the Computer](#) video to build background knowledge about technology that led to computers. Then, you could have the students create a timeline of the different stages that the computer went through. You could use the “Computers Over Time” document in Schoology for this as well.

Another way to do this is to show the visual timeline of computers. View the different computers as time progresses and discuss how the changes impacted business, people, and the economy in our country.

Bloom’s Levels: Understand, Analyze

Webb’s DOK:Level 3

Engaging Experience 10

Teaching Point: Today I am going to teach you about the Fourth Industrial Revolution of robots and how it is impacting our economy today.

Suggested Length of Time: 1- 2 Sessions

Standards Addressed

Priority: 5.E.4.A; 5.E.4.D.a

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.H.3.A.b, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.F, 5.H.3.G, 5.H.3.I.a, H.3.I.b, 5.E.D.b, 5.EG.5.A.a, 5.EG.5.C.b, 5.EG.D, 5.EG.5.E, 5.EG.5.F, 5.EG.5.G.a, 5.EG.5.G.b, 5.RI.6.E, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a; 5.TS.7.F, 5.RI.6.C

Detailed Description/Instructions:

One way you could do this is to investigate how robots are used in everyday life. You could use the resource called [“10 Things We Couldn’t Do Without Robots”](#) to investigate how we use Artificial Intelligence in everyday life. Stress to the students that robots don’t always look or act like the robots in movies. The robots we use today are used in the military, hospitals, space exploration, and more! As an extension to this lesson, you can have students use an AI tool such as ChatGPT.

Another way you could do this is the students could determine a need and “create” their own robot that could help our community (the classroom, school, home, neighborhood). Then, you could discuss how our technology is changing daily based on the needs of the people in our world.

Bloom’s Levels: Understand, Analyze, Create

Webb’s DOK:Level 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Priority Standards: 5.E.4.A; 5.E.4.D.a

Supporting Standards: 5.PC.1.A; 5.PC.1.B; 5.PC.1.D; 5.EG.5.G.a; 5.EG.5.E; 5.EG.5.D; 5.EG.5.A.a; 5.; 5.TS.7.A.a; 5.TS.7.A.b; 5.TS.7.B.a; 5.TS.7.B.b; 5.TS.7.E.a; 5.TS.7.C.a; 5.TS.7.C.b; 5.TS.7.D; 5.TS.7.E.b; 5.TS.7.E.c; 5.TS.7.G; 5.TS.7.F

Students will create a presentation detailing how a current form of technology has changed the economy of the United States. Students need to describe the need of the technology, who it impacts, and a brief description how the product is made. They also need to address supply and demand, scarcity, and opportunity cost associated with the product. Some examples to research: any Apple product, Hoverboard, Xbox, etc. The students could use Prezi, Emaze, Google Slides, Haiku Deck, Venngage, etc.

Unit 4: The Change in Economic, Political and Social Rights of Individuals and Groups Over Time

Subject: Social Studies

Grade: 5

Name of Unit: The Change in Economic, Political and Social Rights of Individuals and Groups Over Time

Length of Unit: Approximately 14-16

Overview of Unit: In this unit students will learn about the cultural impact and changing roles among Native Americans, Immigrants, African Americans, and women from 1800-2000. They will apply this knowledge to present day situations dealing with inequality and civil rights.

Unit Resources:

Native Americans

- Maps of Native American Reservations:
 - [Tribal Nations Map](#);
 - [Location of Indian Reservations](#);
 - [Indian Lands of Recognized Tribes](#)
- [Article “Insult or Honor”](#)
- [Indian Country Diaries: Spiral of Fire](#)
- ["We Are Still Here" --- A Documentary on Today's Young Native Americans](#)

Immigrants

- [Scholastic Ellis Island Tour](#)
- [National Park Service Oral Histories](#)
- [Animated Map showing History of Immigration to the United States](#)
- [Political Cartoon of Immigration Ideas](#)
- [Political Cartoon of Immigration Ideas](#)
- [Political Cartoon of Immigration Ideas](#)
- [Political Cartoon of Immigration Ideas](#)

Civil Rights Movement

- [Brown vs Board of Education Timeline](#)
- [Two Schoolhouses in South Carolina](#)
- “Alone in a Crowd” photo PDF and Teacher’s Guide (in Schoology)
- [Photographs of Signs Enforcing Racial Discrimination](#)
- [Six Principles of Nonviolence Women's Rights](#)
- [National Woman's Party Timeline](#)
- [Women's Suffrage](#)
- [Women's Rights](#)
- [History of the Women's Rights Movement](#)
- [Advertisements Over Time](#)

Pre-Assessment (given prior to starting the unit):

- Optional KWL chart
- Social Changes-provide students a list of the different social groups and have them describe what changes each group has experienced over time in our country.

Priority Standards for unit:

- 5.RI.6.A.b Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
- 5.RI.6.E Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

Supporting Standards for unit:

- 5.PC.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
- 5.PC.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
- 5.PC.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- 5.PC.1.E Describe the character traits and civic attitudes of significant individuals from 1800 – 2000.
- 5.GS.A Explain how the purpose and role of government have been debated across historical time periods to current times.
- 5.GS.2.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.
- 5.GS.2.C Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
- 5.GS.2.D Distinguish between powers and functions of local, state and national government in the past and present.
- 5.H.3.B Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
- 5.H.3.C Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).
- 5.H.3.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movement, and others).
- 5.H.3.G Identify political, economic and social causes and consequences of the Civil War and Reconstruction.
- 5.H.3.H Identify political, economic, and social causes and consequences of the Great Depression.

- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
- 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation's economy; (e.g; technology, movement of people, resources, etc.).
- 5.E.4.D.b Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
- 5.EG.5.C.b Identify and compare diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, settlement patterns, ethnic background and political system)
- 5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
- 5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.
- 5.TS.7.A.b Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 5.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies topics.
- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies topic
- 5.TS.7.D Conduct and present research to an audience using appropriate sources
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question
- 5.TS.7.E.c Evaluate and sue appropriate resources for investigating and compelling a social studies question
- 5.TS.7.G Research and defend a point of view/position on a social studies question
- 5.TS.7.F Conduct and present research on a social studies question to an audience, using appropriate sources
- 5.RI.6.C Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
- 5.RI.6.B Evaluate constructive processes or methods for resolving conflicts.
- 5.PC.1.C Apply the principles of the Bill of Rights to historical time periods being studied and to current events

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.RI.6.A.b	The cultural impact of migration on the immigrants and the United States c. 1800-2000.	Describe	Understand	3
5.RI.6.E	The changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.	Examine	Analyze	2

Essential Questions:

- How have economic, political, and social rights of individuals and groups changed over time in the United States?
- How did the roles of Native Americans, Immigrants, African Americans, women, and others changed over time?

Enduring Understanding/Big Ideas:

- Analyzing how different groups of people struggled and changed throughout the 1800s-2000.
- Describing the economic, political, and social rights of individuals and groups over time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Compare	Migration Immigrants Assimilation

Topic 1: Exploring Changes in Groups

Engaging Experience 1

Teaching Point: Today I am going to teach you how to explore the changing roles of cultural groups in our country.

Suggested Length of Time: 2 days

Standards Addressed

Priority: 5.RI.6.A.b; 5.RI.6.E

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a, TS.7.C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G; 5.TS.7.F, 5.RI.6.C, 5.RI.6.B; 5.PC.1.C

Detailed Description/Instructions:

One way you could do this is to put students into different research groups where they explore the changing roles of cultural groups in our country. The groups are Native Americans, immigrants, women, and African Americans. If you need more groups, the students can double up on the topics. There are several resources listed above to help the students research, as well as resources available in the Portal (i.e. BrainPOP). Students could create a KWL chart, develop a list of questions, etc. Each group should share their findings and questions in some way at the end of their exploration. This could include a poster, multimedia, slides, etc.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 3

Topic 2: Changing Roles of Cultural Groups

Engaging Experience 2

Title (Teaching Point): Today I am going to teach you about the changing roles of Native Americans in the United States.

Suggested Length of Time: 3 Sessions

Standards Addressed

Priority: 5.RI.6.A.b; 5.RI.6.E

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a; 5.TS.7.F, 5.RI.6.C, 5.RI.6.B; 5.PC.1.C

Detailed Description/Instructions:

One way to do this is to look at the maps of where Native American Reservations are today. The students could view the maps and compare them to their knowledge about where Native American tribes resided before Westward Expansion. Then, the students could discuss why these changes occurred and how it has impacted Native Americans.

Another way to do this is to read the Scholastic article, [“Insult or Honor?”](#) After reading the article allows students to debate about using Native American tribes and names as mascots for sports. Make a connection to the Kansas City Chiefs and who a chief is in a Native American Tribe. Refer back to the experiences Native Americans had during territorial expansion.

A final way to do this is to view the [Indian Country Diaries: Spiral of Fire](#) video, starting at 11:00 to 27:00 or the [“We Are Still Here” --- A Documentary on Today's Young Native Americans](#). These videos are an example of Native Americans assimilating to the “American” culture. Next, you could simulate what it feels like to assimilate to a different culture by making the students do this in the classroom. When watching the video “We Are Still Here”, consider discussing the following questions:

- What events due to Westward Expansion caused life to change for Native Americans? Discuss how they were forced to leave their land and go into reservations.
- How did life change for Native Americans after the Westward Expansion? Discuss the changes to the culture and how the younger generations did not speak the language or participate in some of the same rituals and traditions.
- How are young Native Americans working to restore their cultural identity and traditions?

Bloom’s Levels: Analyze, Evaluate

Webb’s DOK: Level 3

Engaging Experience 3

Teaching Point: Today I am going to teach you about the changing roles of Immigrants in the United States.

Suggested Length of Time: 3 Sessions

Standards Addressed:

Priority: 5.RI.6.A.b; 5.RI.6.E

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a; 5.TS.7.F, 5.RI.6.C; 5.PC.1.C

Detailed Description/Instructions:

One way to do this is to have students interact with [Scholastic's Virtual Tour of Ellis Island](#). Allow time for students to navigate the site on their own, posing the questions, "What was life like as an immigrant entering the United States? Were all immigrants treated fairly as they entered the country? How would you feel if you were traveling through Ellis Island?"

Another way to do this is to explore the oral histories [website from the National Park Service](#). Focus on the "Adjusting Life in America" links that discuss true accounts about changing their name, meeting family members, learning a new language, and starting school. Create a list of hardships that immigrants faced as they began a new life in the United States. Connect to today's immigrants and the challenges they face.

A third way to do this is to view the interactive map, located on Schoology, showing the history of immigration to the United States. Discuss the historical events that led to higher immigration time periods and times where immigration was not as significant. Discuss reasons why people want to live in the United States. Connect to recent immigration debates about limiting the amount of immigrants into the country.

A final way to do this is to view different political cartoons demonstrating various immigration ideas in the United States. Allow students time to discuss the meaning behind the cartoons. What ideas do they represent? Make connections to the various wars that have been fought and the sense of fear that occurred during the Cold War.

- Political Cartoon sites:
 - <https://s-media-cache-ak0.pinimg.com/736x/10/5c/fb/105cfb53da5445e979ac3f9ccd9ed786.jpg>
Political Cartoon of Immigration Ideas
 - <https://image.slidesharecdn.com/kkkimmigration-091026191615-phpapp02/95/kkk-immigration-26-728.jpg?cb=1256584676> Political Cartoon of Immigration Ideas
 - https://1.bp.blogspot.com/_tiE7l8obqRU/R-7CjfqU2uI/AAAAAAAAAAo/4XTC1hghmnI/S740/Immigration-1.jpg Political Cartoon of Immigration Ideas
- <https://s-media-cache-ak0.pinimg.com/736x/6c/48/8a/6c488ae6773d04ee926073d82704b102.jpg>
Political Cartoon of Immigration Ideas

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Engaging Experience 4

Title (Teaching Point): Today I am going to teach you about the changing roles of African Americans in the United States.

Suggested Length of Time: 3 Sessions

Standards Addressed

Priority: 5.RI.6.A.b; 5.RI.6.E

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a; 5.TS.7.F, 5.RI.6.C, 5.RI.6.B; 5.PC.1.C

Detailed Description/Instructions:

One way to do this is to investigate what led up to the [Brown v Board of Education](#) decision. You could view the timeline to access information about the two court cases. Have the students process this information and talk about it as a group. You could also read or [listen](#) to the book *Don't Say Ain't* and explore how children felt going to school at this time by using the cultural representation reflection found in Schoology.

Another way to do this is to show the students the “**Alone in a Crowd**” photo (located on Schoology) and ask them the discussion questions that are in the teacher’s guide document: Have you ever seen it before? If so, discuss with your partner what you know about what it shows. Then, whether you know the photo or not, discuss it in more detail. What do you notice about the people in the photo? Who is in front? What is she doing? How do you imagine she feels? Who are the other people in the photo? What are they doing? What do you imagine they are saying? How do you imagine they feel? What makes you think so? What feelings do you have when you look at the photo? After having this discussion you could give the students the background information about the picture. Also, you could simulate segregation by doing an activity in your class where a group of kids gets certain rights or gets left out of something. *For some teacher background information on the desegregation of schools due to Brown vs Board, listen to [Miss Buchanan Period of Adjustment](#) podcast episode.*

Another way to do this is to brainstorm what the word “nonviolence” means. This was a major principle of the Civil Rights Movement. You could have the students view the “[Six Principles of Nonviolence](#)” handout and break students up into groups to perform a [Jigsaw](#).

Another way to add to this learning is to have students do [AVID’s Critical Reading Process](#) with the article “[How Martin Luther King Jr. Took Inspiration from Gandhi on Nonviolence](#)”

A final way to do this is to view the [pictures of signs enforcing racial discrimination](#) and have a conversation about what that meant for African Americans. Talk through how students would feel about this happening today and if there are any current events that relate to this picture.

Bloom’s Levels: Analyze, Evaluate,

Webb’s DOK: 3

Engaging Experience 5

Title (Teaching Point): Today I am going to teach you about the changing roles of women in the United States.

Suggested Length of Time: 3 Sessions

Standards Addressed

Priority: 5.RI.6.A.b; 5.RI.6.E

Supporting: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a; 5.TS.7.F, 5.RI.6.C, 5.RI.6.B; 5.PC.1.C

Detailed Description/Instructions:

One way to do this is to separate the boys and girls in your class. Give the girls an activity to do (ex. Stapling papers, sorting work, folding towels) while you teach the boys a lesson. Try to make it seem as normal

as possible. After completing the activity, bring the group back together. Ask the girls how they felt knowing the boys were the ones who were getting to learn? How did the boys feel with the girls not there? Relate it to the traditional roles that women were viewed to have in the United States.

Another way to do this is to show the [Women's History Timeline](#). Discuss each date and event on the timeline. Ask how the timeline demonstrates changes women experienced in the country? What are some overlapping dates of other significant events (Civil Rights Movement/wars)? How is the Women's Rights movement similar and different to the Civil Rights Movement?

A third way to do this is view [advertisements](#) from different time periods. Encourage students to notice how women appear to look in the advertisement. What does their hair look like? What clothes are they wearing? What are they doing? What is the message of the ad? How does the ad make them feel as boys or girls? What changes do they think should occur to accurately portray women?

A final way to do this is to have students research women in our country who have broken the traditional female role. Encourage students to think about women in sports, science, and government. They can create a presentation showing off who their person is and her accomplishments. Refer to the ELA mentor text of *Goodnight Stories for Rebel Girls* for great examples.

Bloom's Levels: Analyze, Evaluate, Create

Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Priority Standards: 5.RI.6.A.b; 5.RI.6.E

Supporting Standards: 5.PC.1.A, 5.PC.1.B, 5.PC.1.D, 5.PC.1.E, 5.GS.A, 5.GS.B, 5.GS.C, 5.GS.D, 5.H.3.B, 5.H.3.C, 5.H.3.E, 5.H.3.G, 5.H.3.H, 5.E.4.A, 5.E.D.a, 5.E.D.b, 5.EG.5.C.b, 5.RI.6.A.a, 5.TS.7.A.a, 5.TS.7.A.b, 5.TS.7.B.a, 5.TS.7.B.b, 5.TS.7.E.a, TS.7.A.a, TS.7.A.b, TS.7.B.b, TS.7.E.a; 5.TS.7.F; 5.PC.1.C

One way you could do this is to put the students into different research groups where they explore the changing roles of cultural groups in our country. Purpose for the students: You have been nominated to be a part of the Junior United Nations. You are going to be presenting the major components of one cultural group and how their roles have changed in the United States. The groups are Native Americans, immigrants, women, and African Americans. If you need more groups, the students can double up on the topics. There are several resources listed above to help the students research. Their final presentation can be made with whatever multimedia tool you would like (Venngage, LucidPress, Piktochart, Lucid Chart, Emaze, Google Slides, Adobe Spark, etc.). Be sure to allow time for each group to present to the class what they learned and their one page.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 3

Another way you could do this is to facilitate a student debate about which group has experienced the most changes politically, economically, and socially over time. They should use the research from the Engaging Experiences to help back up their arguments. The students can use their background experience from the Reading Debatable Issues Unit. The students can use different multimedia tools to present their debate or do an oral presentation.