



Marietta City Schools

District Unit Planner

Grade 5 Social Studies

Theme	Unit 5: Turn of the Century	Unit duration (Days)	14 - 28 Days
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GA DoE Standards

SS5H1 Describe how life changed in America at the turn of the century.

- Describe the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication) and Thomas Edison (electricity).
- Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5G1 Locate important places in the United States.

- Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, N, and Chicago, IL.

SS5G2 Explain the reasons for the spatial patterns of economic activities.

- Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).
- Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.

- Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).

Information Processing Skills:

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- identify social studies reference resources to use for a specific purpose
- analyze artifacts

11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
16. check for consistency of information

Map and Globe Skills:

5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic
7. use a map to explain the impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps

Themes and Enduring Understandings:

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. **K-5 EU:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result. **K-5 EU:** The student will understand that conflict causes change.

Technology Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. **K-5 EU:** The student will understand that new technology has many types of different consequences, depending on how people use that technology

Essential Questions

Factual—

- What led to different cattle supplies in location?
- What inventions changed life during the turn of the century?
- What types of improvements did inventions make in America?
- What changes did America make that influenced world issues?

Inferential—

- How did cattle drives affect jobs, cities, and transportation?
- How did developments in American life affect people in other countries and their ideas about America?
- How might America's involvement in world events during this period influence future decisions of the U.S.?

Critical Thinking-

- Why were cattle trails and drives needed?
- Why might America have looked more powerful at the end of the century in the eyes of other countries?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Cattle, beef century (decade) communication flight canal immigrate vs. emigrate settle primary population transportation resources	cattle trails: Chisholm, Western Turn of the Century inventors: Alexander Graham Bell, Wright Brothers, George Washington Carver Panama Canal man-made locations: Pittsburgh, PA; Kitty Hawk, NC; Chicago, IL agriculture industrialization Ellis Island and Angel Island basic economic concepts: trade, opportunity cost, specialization, productivity, and price incentives
Assessments	
<p><u>Summative Assessment(s):</u></p> <p>Turn of the Century Assessment Blueprint and Key Turn of the Century Assessment Terms Dictionary for Turn of the Century Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course. Standards: All GSE for the unit.</p> <p><u>Theme Based Writing Task and Rubric:</u></p> <p>DBQ- Why were some Turn of the Century immigrants happy while others were not? (DBQs are extended ELA integrated tasks. Teachers are encouraged to reach out to the SS Coordinator for DBQ Training prior to using DBQs with their students.)</p> <p>SS5H1 Describe how life changed in America at the turn of the century. d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.</p>	

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

Click [here](#) for GADOE Content Video

Click [here](#) for an Art Integration Video

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[Changes in American Life Around the Turn of the Century: 15 Day Plan](#)

Objective or Content	Learning Experiences	Differentiation Considerations
SS5H1 Describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.	MOOving Cattle Students will conduct a mini-research project to explore the emerging cattle trails at the Turn of the Century. The activities include map and document analysis.	Use media at a variety of reading levels to help with understanding of content If needed, students can orally give their answer to the teacher as a ticket out the door. The analysis forms are available in Spanish at the National Archives Website
SS5H1 Describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.	Where's the Beef Students will investigate reasons why cowboys joined the cattle by analyzing the costs and benefits of leaving home to work on the cattle drives.	Students work in small groups.. Be intentional about giving students time to think and time to talk with peers. Consider checking in with students before they share their thoughts on the sticky notes. Allow them to rehearse their thoughts before writing. Help prompt their writing only as needed.

<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.</p>	<p>The Black Cowboys of Texas Integrated reading activity to explore several famous Black Cowboys. Focus is on the roles and contributions these individuals made to the trails and western culture of the United States.</p>	<p>Provide different leveled resources for research. Allow oral narration instead of creating a Google Presentation slide.</p>
<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity)</p>	<p>Invention Convention Students will work in groups to research using classroom resources, the impact of the inventions of life at the Turn of the Century and beyond.</p>	<p>Consider using media at a variety of reading levels to help with understanding of content. Consider using different types of media for research to meet different learning styles. Consider giving direction on where to find information or providing resources for students to use for their research.</p>
<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish –American War and the building of the Panama Canal.</p>	<p>Everybody Wants to Rule the World Students will understand the causes and impacts of the Spanish American War on the United States. Music analysis is included to help students, Remember the Maine!</p>	<p>Consider reading the lyrics together with students following along. Preview and discuss tricky vocabulary as you read. Have students highlight, define or use visual images to help with tricky vocabulary. Consider how students will respond to the questions and share what they know with the organizers. Students could share with bulleted information, visual images, or through a scribe in their group.</p>
<p>SS5H1 Describe how life changed in America at the turn of the century.</p> <p>d. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish –American War and the building of the Panama Canal.</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increased trade among countries).</p>	<p>America’s Best Shortcut Through the use of map and document analysis, students will understand the reasons for and impact of America’s involvement in building the Panama Canal</p>	<p>Provide use of calculators, allow rounding to whole numbers/fractions/decimals, depending on math abilities, strategic partnering during the measurement process. Consider giving students partially completed organizers to lessen the amount of measuring. Consider providing students with an example of the steps needed to complete the measurements on the organizer. Consider doing the first measurements together to demonstrate how to solve the measurement formulas</p>

	Life of a Turn of the Century Immigrant Students have the opportunity to explore immigration from the point of view of an immigrant arriving in America at the Turn of the Century	Students work in small groups. Be intentional about giving students time to think and time to talk with peers
Recommended High Quality Complex Texts		
<p> <i>Train to Somewhere</i> by Eve Bunting <i>When Jessie Came Across the Sea</i> by Amy Hest <i>If Your Name was Changed at Ellis Island</i> by Ellen Levine </p> <p>DE Videos;</p> <p> Spanish American War </p> <p> Cattle Drives: Segment 1 Segment 2 U.S Takes Over Construction of Panama Canal </p>		

