



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



## DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.  
Superintendent of Catholic Schools



## DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A.  
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.  
Tracy Bock, Ed.S.

# 5<sup>th</sup> Grade – Social Studies



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## HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

## RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75) •
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

# 5<sup>th</sup> Grade – Social Studies



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Unit I: Founding America

<b>Unit Compelling Question:</b> How do we learn about the past?	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Ongoing teacher-created formative assessments</li> <li>Teacher-created summative assessments</li> </ul>	<b>Duration:</b> 8 weeks
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**Topic 1: Classroom Community and Diverse Cultures** **Suggested Duration:** 4 Days

**SUPPORTING QUESTION(S):**  
How do we value diversity in our classroom and in the United States?

**VOCABULARY:** Culture, traditions, beliefs, religion, artifacts, conflict, cooperation, compromise, communication, perspective, diversity, rights, responsibilities, rules, laws, civic engagement

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-1.3.2** Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.

**DOA-SS-05-2.1.1** Students will identify early cultures (e.g., English, Spanish, French, and West African) in the United States and analyze their similarities and differences.

**DOA-SS-05-2.3.2** Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communications).

**DOA-SS-05-2.3.1** Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
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<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can explain why it is important to follow rules in my school and community. <b>(05-1.1.2)</b></li> <li>I can describe specific rights and responsibilities I have as a member of my school community. <b>(05-1.3.2)</b></li> <li>I can identify elements of culture (e.g., beliefs, traditions, languages, music, art, food, clothing, etc.) <b>(05-2.1.1)</b></li> <li>I can I can express my own cultural identity using artifacts from my life. <b>(05-2.1.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussion around why rules/laws are important to our community/classroom/society.</li> <li>Brainstorm examples of laws and discuss why they are important.</li> <li>Together, create a set of rules for your classroom, giving everyone input and discussion around why each is important and how it maintains order.</li> <li>Brainstorm examples of rights and responsibilities and why they are important</li> <li>Compare/Contrast Right and Responsibilities we have as a citizen with rights and responsibilities we have in classroom.</li> <li>Review elements of culture. Each student creates a quilt piece highlighting elements of their culture. Assemble quilt to be hung in a prominent area.</li> <li>Have students bring in artifacts that describe their culture to share with their classmates</li> </ul>

<ul style="list-style-type: none"> <li>• I can explain why it is important to understand and appreciate diverse cultures in the United States. <b>(05-2.1.1)</b></li> <li>• I can give examples of conflicts between individuals or groups in my classroom. <b>(05-2.3.2)</b></li> <li>• I can describe forms of interactions in the classroom community (compromise, conflict, cooperation). <b>(05-2.3.1)</b></li> <li>• I can describe conflict-resolution strategies that help individuals and groups to solve problems peacefully (e.g., compromise, cooperation, communication). <b>(05-2.3.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask kids to write about holidays or traditions their family participates in or celebrates.</li> <li>• Have students act out scenarios of conflicts they have experienced in the classroom.</li> <li>• Have students look at and analyze pictures of conflict.</li> <li>• Present kids with examples of conflict, compromise, and cooperation and ask them to identify each.</li> <li>• Ask students to write about a time when they experienced conflict and describe how they overcame the conflict with compromise or cooperation.</li> <li>• <a href="#">Sample Classroom Constitutions</a></li> <li>• <a href="#">A Picture of Conflict Lesson Plan</a></li> <li>• <a href="#">Conflict resolution strategies</a></li> </ul>
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<b>Topic 2: HISTORICAL TOOLS</b>	<b>Suggested Duration: 2 Days</b>
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**SUPPORTING QUESTION(S):**  
How do we use historical tools to learn about the United States?

**VOCABULARY:** Primary sources, secondary sources, artifacts, historical tools

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-5.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>• I can define and give examples of primary and secondary sources. <b>(05-5.1.1)</b></li> <li>• I can explain why a variety of sources/tools are necessary to understand a historical event. <b>(05-5.1.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define primary and secondary sources. Add definitions and examples to students' notebooks. Present students with situations and have them decide if the source is primary or secondary.</li> <li>• Discussion around the difference between the two sources (both accuracy and information).</li> <li>• Allow students time to engage with primary sources, reflecting on the use, what information can be learned, and how they help us to better understand the past.</li> <li>• <a href="#">Using Primary Sources</a></li> <li>• <a href="#">Primary Sources Toolkit</a></li> <li>• <a href="#">Teaching Primary and Secondary Sources</a></li> </ul>

**Topic 3: Economics****Suggested Duration: 2 Days****SUPPORTING QUESTION(S):**

What are basic economic problems that affect people's daily lives?  
Why can't I have everything I want?

**VOCABULARY:** wants, needs, scarcity, supply, demand**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-3.1.1** Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present" to make economic choices (e.g., use of productive resources-natural, human, capital) and incur opportunity costs.

**LEARNING TARGETS**

- I can describe the differences between wants and needs. (05-3.1.1)
- I can describe scarcity and explain how people make economic decisions to solve the problem of limited resources. (05-3.1.1)

**POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES**

- Review definitions and examples of wants and needs.
- Ask kids to think about items they use every day and decide which of those are need/wants.
- Play a game of musical chairs to introduce the concept of scarcity.
- Read, A Chair for My Mother by Vera Williams and discuss whether the items the family receives are a need or a want.
- Conduct an activity with the class that allows them to experience scarcity, followed by discussion.
- Draw or cut out pictures of different kinds of natural resources. Discuss which of these are "very scarce." How do you know? (The price is high relative to the prices of the others.)
- List scarcity situations students face every day in the use of their time. Draw these scarcity situations and create a bulletin board display.
- Write a paragraph about a scarcity situation students faced when purchasing a specific good or service (choosing how to spend limited income on several desired items).
- [Popcorn Scarcity lesson plan](#)

**Topic 4: Geography****Suggested Duration: 2 Days****SUPPORTING QUESTION(S):**

How do we use geographic tools to learn about the United States?

**VOCABULARY:** geographic tools, regions, physical characteristics, location, absolute location, relative location, geography, spatial factors, wants, needs, scarcity, supply, demand**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-05-4.1.1** Students will use geographic tools identify natural resources and other physical characteristics and analyze patterns of movement and settlement in the United States.**DOA-SS-05-4.1.2** Students will use geographic tools to locate and describe major landforms, bodies of water, places, and objects in the United States to find their absolute location.**DOA-SS-05-4.1.3** Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.**DOA-SS-05-4.4.2** Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).**LEARNING TARGETS**

- I can use the five themes of geography to locate and describe places in the U.S. **(05-4.1.1)**
- I can use geographic tools to identify major physical characteristics and natural resources of the U.S.
- I can use geographic tools to identify the absolute location of landforms, bodies of water, places, and objects in the United States. **(05-4.1.2)**
- I can use geographic tools to locate regions of the U.S. and describe their physical characteristics. **(05-4.1.3)**
- I can describe how different factors affect where people and activities are located. **(05-4.4.2)**

**POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES**

- Use a resource map of the state to identify the scarce natural resources of certain regions
- Expose students to different physical maps and practice identifying natural resources.
- Set up a grid in the classroom to model how
- Latitude and longitude lines are set up on a map/globe.
- Provide kids with some strategies to help them remember the difference between latitude and longitude. For example, Latitude is similar to the rungs on a ladder.
- Discuss the definition of physical characteristics and add examples to student notebooks.
- Using a physical map of the United States, have kids identify the physical characteristics of each region.
- JCPS Online Social Studies Lesson: Geography Overview”
- Use thematic maps to look at each region and determine the natural resources occurring in each.
- Using population maps, discuss where most people settle, pointing out mountainous areas as well as areas near water, and areas in the desert. Compare the amount of people living in each area.
- [The Five Themes of Geography](#)
- [5 Themes of Geography Song](#)
- [Message in a Bottle Board Game](#)

<b>Topic 5: Native Americans and Explorers</b>	<b>Suggested Duration: 2 Weeks</b>
<b>SUPPORTING QUESTION(S):</b> <ul style="list-style-type: none"> <li>▪ Why did diverse groups settle in America?</li> <li>▪ What happens when cultures collide?</li> </ul>	
<b>VOCABULARY:</b> Settlement, primary sources, secondary sources, Native American, physical characteristics, communication, technology, transportation, education, perspective, economy, exploration, explorer, distribution, conquistador, culture, natural resources, migration, civilization, tradition, ceremony, adapt, clan, barter, expedition, cost, benefit, navigation, treaty, missionary, reform, Northwest Passage, scarcity, opportunity cost	
<b><u>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</u></b>	
<p><b>DOA-SS-05-4.4.1</b> Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (colonization, expansion) and analyze the impact on their environment.</p> <p><b>DOA-SS-05-5.2.3</b> Students will compare change over time (Colonization, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.</p> <p><b>DOA-SS-05-2.2.1</b> Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</p> <p><b>DOA-SS-05-4.4.3</b> Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreation).</p>	
<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>• I can use primary and secondary sources to investigate Native-American culture. <b>(05-5.1.1)</b></li> <li>• I can identify the impact of Native-American cultures on the United States. <b>(05-4.4.1)</b></li> <li>• I can explain and give examples of how Native Americans adapted to the physical environment to meet their needs. <b>(05-4.4.1)</b></li> <li>• I can compare the way of life of Native Americans in the past to their way of life today (communication, technology, transportation, and education). <b>(05-5.2.3)</b></li> <li>• I can explain the perspective of Native-American about the use of land. <b>(05-4.4.3)</b></li> <li>• I can describe social institutions (e.g., government, economy, education, religion, family) in Native-American cultures. <b>(05-2.2.1)</b></li> <li>• I can explain how Native Americans exchanged goods and services. <b>(05-3.3.2)</b></li> <li>• I can describe how new technology promoted exploration. <b>(05-5.2.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• While learning about the Native American cultural regions, look for/record examples of items natives created including clothing, jewelry, boats, and other artifacts they made. Discuss how these were adaptations to the environment.</li> <li>• Allow students time to research the Native American Cultural Regions and present the information learned in a book they create, a Power Point, poster, etc.</li> <li>• <a href="#">Three Worlds Meet Unit</a></li> <li>• Provide students with a table to organize information learned. The table might include information like, the name of the explorer, description of the route/area explored, what was gained or lost from their trip, etc.</li> <li>• <a href="#">Exploration and Trade</a></li> <li>• <a href="#">Healing Mother Earth for Future Generations</a>,</li> <li>• <a href="#">Interactive: United States History Map</a></li> <li>• <a href="#">Mariners' Museum: Explorers</a></li> <li>• <a href="#">Native American Cultures</a>,</li> <li>• <a href="#">Twentieth Century Warriors</a>,</li> </ul>

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| <ul style="list-style-type: none"><li>• I can use geographic tools to analyze patterns of settlement of early explorers. <b>(05-4.1.1)</b></li><li>• I can describe conflicts that occurred between Native Americans and explorers. <b>(05-2.3.1)</b></li><li>• I can describe the distribution of goods between Europe and the Americas during the early settlement of the U.S. <b>(05-3.4.1)</b></li><li>• I can explain the effects of European exploration on Native-American groups. <b>(05-5.2.4)</b></li></ul> |  |
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<b>Topic 6: Establishing the Colonies</b>		<b>Suggested Duration: 2 Weeks</b>
<b>SUPPORTING QUESTION(S):</b> How were the first colonies in America formed?		
<b>VOCABULARY:</b> Colony, plantation, slavery, mission, cash crop, indentured servant, royal colony, pilgrim, compact, self-government, proprietary colony, imports, exports, triangular trade route, Middle Passage, industry, immigrant, apprentice, primary sources, secondary sources, debtors, opportunity cost, goods and services, human and physical characteristics, communication, technology, transportation, education, scarcity, economic choices		
<b><u>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</u></b>		
<p><b>DOA-SS-05-2.1.1</b> Students will identify early cultures (e.g., English, Spanish, French, and West African) in the United States and analyze their similarities and differences.</p> <p><b>DOA-SS-05-2.3.1</b> Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.</p> <p><b>DOA-SS-05-4.3.1</b> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p> <p><b>DOA-SS-05-4.4.2</b> Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion)</p> <p><b>DOA-SS-05-5.2.1</b> Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.</p> <p><b>DOA-SS-05-2.2.1</b> Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</p> <p><b>DOA-SS-05-5.2.2</b> Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</p>		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>▪ I can use geographic tools to locate and describe major landforms and bodies of water that attracted European settlers. <b>(05-4.1.2)</b></li> <li>▪ I can analyze patterns of movement and settlement in North America by early European colonists. <b>(05-4.3.1)</b></li> <li>▪ I can identify early cultures (English, Spanish, French, and West African) in the United States and analyze their similarities and differences. <b>(05-2.1.1)</b></li> <li>▪ I can analyze the similarities and differences between the Jamestown and Plymouth colonies. <b>(05-2.1.1)</b></li> <li>▪ I can describe various forms of interactions that occurred between diverse groups (Native Americans, enslaved Africans, European colonists). <b>(05-2.3.1)</b></li> <li>▪ I can describe how rivers provided transportation during settlement of the colonies. <b>(05-4.4.2)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Evaluating the Impact of People and Events</a></li> <li>• <a href="#">Living With the Land Lesson ideas: Jamestown</a></li> <li>• Use graphic organizers to compare different groups.</li> <li>• Have students create a brochure or other project to demonstrate learning.</li> <li>• Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, and graphic data) to study and learn about the colonists.</li> <li>• Have students write journals/diary entries from the perspective of a colonist describing daily life, government, conflicts, etc.</li> <li>• Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.</li> <li>• With students, create an anchor chart listing push/pull factors and have them add it to their notebooks.</li> </ul>

- I can describe events related to the establishment of the first colonial settlements (Jamestown, Plymouth, Massachusetts Bay). (05-5.2.4)
- I can use primary and secondary sources to interpret different perspectives (enslaved West Africans, Powhatans, Wampanoag's, English settlers). **(05-5.1.1)**
- I can explain reasons why early colonists (immigrants such as the Jamestown colonists, pilgrims, Puritans) came to America and compare with why immigrants come to America today. **(05-5.2.2)**
- I can explain and give examples of how the early colonists adapted to/modified the physical environment to meet their needs during the early settlement of Colonial America. **(05-4.4.1)**
- I can explain and give examples of ways the early colonies governed themselves (i.e., Mayflower Compact, House of Burgesses). **(05-2.2.1)**
- I can identify historical documents such as the Mayflower Compact and explain their historical significance. (05-5.2.1)
- I can explain how scarcity required people during the early Colonization period to make economic choices (e.g., use of slave labor) and incur opportunity costs. (05-3.1.1)
- I can describe how the physical environment sometimes acted as a barrier during settlement of the colonies. (05-4.4.2)
- I can describe how mountains sometimes served as protection during settlement. (05-4.4.2)

- [National Geographic: On the Trail of Captain John](#)
- [Settlement and Yorktown Victory Center](#)
- [Living With the Land Lesson ideas: Jamestown](#)
- [Colonial America for Kids](#)
- [Colonial Cultures Clash](#)
- [Lesson Plan: Jamestown Settlement and Yorktown](#)
- [Cultures at Jamestown: Comparing Cultures](#)
- [Jamestown Reader's Theater Script](#)
- [Scholastic: The First Thanksgiving](#)
- [Library of Congress Jamestown Primary Source Set](#)
- [Laws at Jamestown: Decision Making lesson plan](#)
- [Jamestown Starving Time Lesson Plan from Colonial](#)
- [The Economics of Tobacco lesson plan and](#)

<b>Topic 7: Colonial Life</b>	<b>Suggested Duration: 2 Weeks</b>
<b>SUPPORTING QUESTION(S):</b>	
How did English colonists change the environment and how did the environment influence their activities?	
<b>VOCABULARY:</b> Colony, plantation, slavery, mission, cash crop, indentured servant, royal colony, pilgrim, compact, self-government, proprietary colony, imports, exports, triangular trade route, Middle Passage, industry, immigrant, apprentice, primary sources, secondary sources, debtors, opportunity cost, goods and services, human and physical characteristics, communication, technology, transportation, education, scarcity, economic choices	
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>	
<p><b>DOA-SS-05-4.4.1</b> - Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</p> <p><b>DOA-SS-05-4.4.2</b> Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</p> <p><b>DOA-SS-05-4.3.1</b> - Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, and bodies of water).</p> <p><b>DOA-SS-05-4.4.3</b> Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreation).</p> <p><b>DOA-SS-05-3.2.1</b> Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p> <p><b>DOA-SS-05-3.4.1</b> Students will describe production, distribution, and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, and Twentieth Century to Present).</p> <p><b>DOA-SS-05-5.2.3</b> Students will compare change over time (Colonization, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.</p>	
<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>• I can use geographic tools to identify natural resources and other physical characteristics in the colonial regions (New England, Middle and Southern colonies). (SS-05-4.1.1)</li> <li>• I can use geographic tools to analyze patterns of movement and settlement in Colonial America. (05-4.1.1)</li> <li>• I can explain and give examples of how colonists adapted to/modified the physical environment to meet their needs during the development of the 13 colonies. (SS-05-4.4.1)</li> <li>• I can describe how the physical environment both promoted and restricted human activity during the colonization period. (05-4.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps have students work in groups to identify products/natural resources, physical features of each colonial region.</li> <li>• Ask students to describe the location of each colonial region and the natural resources it contains.</li> <li>• Have children write about why they think people chose to settle in the areas they did. What other factors might have affected their decision to settle where they did.</li> <li>• After studying primary and secondary sources, discuss a few examples of how colonists adapted/modified the environment, then challenge students to come up with several examples of their own.</li> <li>• Discuss with students how water sources (rivers, lakes, streams, the ocean) were used as resources as well as how they were restrictive. Have students act out different scenarios with water.</li> </ul>

<ul style="list-style-type: none"> <li>▪ I can explain how the various colonial regions (New England, Middle, and Southern) are defined by their human and physical characteristics. <b>(05-4.3.1)</b></li> <li>▪ I can explain how different perspectives about the use of the land caused conflicts between the British, French, and Native Americans (e.g., French and Indian War). <b>(05-4.4.3)</b> I can explain how scarcity required people during the early Colonization period to make economic choices (e.g., use of slave labor) and incur opportunity costs. <b>(05-3.1.1)</b></li> <li>▪ I can describe the Triangular Trade route and explain its impact on the colonial economy. <b>(05-3.2.1)</b></li> <li>▪ I can describe production, distribution, and consumption of goods and services during the early colonial period (e.g., slave trade, cultivation of tobacco and other goods). <b>(05-3.4.1)</b></li> <li>▪ I can use primary and secondary sources to describe what life was like in the colonies for different groups of people (enslaved people, slave owners, indentured servants, women, children, property owners, etc.). <b>(05-5.1.1)</b></li> <li>▪ I can compare life in Colonial America to life today (e.g., communication, technology, transportation, and education). <b>(05-5.2.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• As students read and learn about the colonial regions, have them prepare a brochure outlining information about the three regions.</li> <li>• Help students understand why those who purchased slaves did so rather than hiring a worker they would have to pay a daily wage. Calculate a daily wage/weekly wage and compare with the amount it took to purchase a slave. Provide a short writing prompt reflecting on scarcity and the use of slaves. Using primary and secondary sources, students create a poster about the Triangular Trade including a drawing/diagram and information.</li> <li>• After reading and studying about colonial life and the economic activity of each region, students create a diagram or chart containing the information learned. <small>SEP</small></li> <li>• (Edsitement Lesson Idea: Then and Now: Life in</li> <li>• American Colonial Life in the 1700s: Distant Cousins</li> <li>• <u>Born in Slavery</u></li> <li>• <u>Colonial America Map - 1776 (labeled)</u></li> <li>• <u>Colonial America Map -1776 (not labeled)</u></li> <li>• <u>Eduplace Interactive Maps: Triangular Trade Routes</u></li> <li>• <u>eThemes Resource: Thirteen Colonies: Daily Life</u> - These sites are about daily life in colonial period.</li> <li>• <u><a href="http://www.anti-slavery.org/">http://www.anti-slavery.org/</a></u></li> <li>• <u><a href="http://www.history.org/trips">http://www.history.org/trips</a></u></li> <li>• <u><a href="http://www.iath.virginia.edu/utc/">http://www.iath.virginia.edu/utc/</a></u></li> <li>• <u><a href="http://www.nationalgeographic.com/features/99/r">http://www.nationalgeographic.com/features/99/r</a></u></li> <li>• <u>Life in the Colonies Unit</u></li> <li>• <u>PBS: Africans in America</u></li> <li>• <b><u>PBS: The Slave Kingdoms</u></b></li> <li>• <u>Rituals, Beliefs, and Customs of Native American</u></li> <li>• <u>Slavery in the Colonies</u></li> <li>• <u>What was everyday life like in colonial Virginia?</u></li> </ul>
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# 5<sup>th</sup> Grade – Social Studies



THE DIOCESE  
of ALEXANDRIA

## Unit 2: Declaring Independence/Growing America

<p><b>Unit Compelling Question:</b> How was the American Revolution Revolutionary?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Ongoing teacher-created formative assessments</li> <li>• Teacher-created summative assessments</li> </ul>	<p><b>Duration:</b> 10 weeks</p>
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### Topic 1: Growing Tensions Between Britain and the Colonists **Suggested Duration:** 4 Weeks

**SUPPORTING QUESTION(S):**  
Why did the American colonists declare their independence?

**VOCABULARY:** Colonies, taxes, patriots, loyalists, delegates, Parliament, treaty, proclamation, representation, congress, treason, boycott, repeal, protest, monopoly, blockade, quarter, petition, Minutemen, revolution

#### **DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-1.3.1** Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.

**DOA-SS-05-5.2.1** Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: I Have a Dream) and explain their historical significance.

**DOA-SS-05-2.3.1** Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can explain and give examples of ways the colonists governed themselves to promote the common good (e.g., the First and Second Continental Congress). <b>(05-1.1.2)</b></li> <li>• I can explain the basic principles of democracy found in the Declaration of Independence. <b>(05-1.3.1)</b></li> <li>• I can analyze why the Declaration of Independence is significant (important to citizens) today. <b>(05-5.2.1)</b></li> <li>• I can paraphrase, in simple language, key passages from the Declaration of Independence. <b>(05-5.2.1)</b></li> <li>• I can describe examples of conflict, cooperation, and compromise that occurred between English colonists and British Parliament. <b>(05-2.3.1)</b></li> <li>• I can give examples of cause and effect during the time leading up the Revolutionary War. <b>(05-5.2.4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review the meaning of the words justice equality, freedom, and responsibility with students. Have them work in groups to create scenarios or examples of the meaning of each and present to the class. In small groups, students work to find examples in the Declaration of Independence.</li> <li>• Once kids have analyzed the Declaration, lead discussion and brainstorm reasons why it is still important today.</li> <li>• With a partner and a dictionary, students work to paraphrase/summarize the Declaration of Independence.</li> <li>• After learning about the events leading up the American Revolution, ask students to consider different events or examples of interactions between the colonists and the British. Student should be able to identify if the event was an example of conflict, cooperation, or competition.</li> </ul>

- I can use primary and secondary sources to interpret different perspectives about events/actions leading to the Revolutionary War (e.g., Loyalist and Patriot). **(05-5.1.1)**
- I can describe events (causes) that led to the Revolutionary War (e.g., The Proclamation of 1763, Sugar Act, Stamp Act, Boston Massacre, Boston Tea Party, Intolerable Acts, the publication of Common Sense) **(05-5.2.4)**

- [Scholastic: Democracy Plaza](#)
- [What Does American Democracy Mean to Me?](#)
- [Vote: The Machinery of Democracy](#)
- [Congress for Kids: Democracy](#)
- [Lesson Plan: Citizenship](#)
- [eThemes Resource: Jury Duty](#)
- [King George III Proclaims the Rebellion](#)
- [eThemes Resource: Revolutionary War: Causes](#)
- [Liberty: The Road to Revolution](#)
- [Sugar Act and Loyalists](#)
- [BBC: American Revolution](#)
- [Loyalist Institute](#)
- [eThemes Resource: Revolutionary War: Paul](#)
- [eThemes Resource: Declaration of Independence](#)
- [Stamp Act](#)
- [eThemes Resource: Revolutionary War: Causes](#)
- [Mission US: For Crown or Colony?](#)
- [Mission US Supporting Lesson Materials for each](#)

<b>Topic 2: War for Independence</b>	<b>Suggested Duration: 2 Weeks</b>
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**SUPPORTING QUESTION(S):**  
 Why did the American colonists declare their independence?

**VOCABULARY:** Colonies, taxes, patriots, loyalists, delegates, Parliament, treaty, proclamation, representation, congress, treason, boycott, repeal, protest, monopoly, blockade, quarter, petition, Minutemen, revolution, Declaration of Independence, resolution, preamble, grievance, Articles of Confederation, limited powers, neutral, enlist, mercenary, turning point, negotiate, civilians, traitor

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-5.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.  
**DOA-SS-05-5.2.4** Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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- I can use primary and secondary sources to interpret different perspectives about the Revolutionary War (e.g., Loyalist and Patriot). **(05-5.1.1)**
- I can describe how significant individuals and groups (e.g., Sons of Liberty, Paul Revere, George Washington, and John Adams) influenced the Revolutionary War. **(05-5.2.4)**
- I can describe events/actions that occurred during the Revolutionary War. **(05-5.2.4)**
- I can explain cause-and-effect relationships of events/actions that occurred during the Revolutionary War. **(05-5.2.4)**

- Using primary and secondary sources, students create a timeline in their notes describing events as well as the cause and effects of those events.
- [American Revolution](#)
- [Links to multiple sites on American Revolution](#)
- [Mission US: A Revolutionary Way to Learn History](#)
- [Mr. Donn's "Road to Revolution"](#)
- [Revolutionary War: War of Independence](#)
- [PBS: Liberty!](#)
- [Revolutionary War: War of Independence](#)
- [Revolutionary Period: 1764-1789](#)
- [Women Soldiers](#)
- [eThemes Resource: Revolutionary War: Choosing](#)
- [PBS: Subject Index](#)
- [John Hancock Was Born](#)
- [George Washington](#)
- [eThemes Resource: Revolutionary War: Paul Revere](#)
- [eThemes Resource: Revolutionary War: Spies](#)

<b>Topic 3: Building a New Government</b>		<b>Suggested Duration: 4 Weeks</b>
<b>SUPPORTING QUESTION(S):</b> How and why did the founders establish a new democratic government?		
<b>VOCABULARY:</b> Preamble, Constitution, federal system, republic, compromise, Constitutional Convention, bill, separation of powers, legislative branch, executive branch, judicial branch, rule of law, veto, impeach, justice, amendment, Bill of Rights, ratify, Federalists, Anti-Federalists, due process of law, reserved powers, Cabinet, political party, checks and balances, union, democracy, suffrage, civic virtue		
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>		
<p><b>DOA-SS-05-1.1.2</b> Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p><b>DOA-SS-05-1.2.1</b> - Students will identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.</p> <p><b>DOA-SS-05-1.2.2</b> - Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial).</p> <p><b>DOA-SS-05-1.3.1</b> - Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, and freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p> <p><b>DOA-SS-05-1.3.2</b> Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p>		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can describe the basic purposes of the U.S. government as defined in the Preamble to the U.S. Constitution. <b>(05-1.1.1)</b></li> <li>I can explain the basic principles of democracy (justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights). <b>(05-1.3.1)</b></li> <li>I can explain why the framers of the U.S. Constitution felt it was important to establish a government where powers are shared across different levels and branches. <b>(05-1.1.2)</b></li> <li>I can explain why it was necessary to add a Bill of Rights to the U.S. Constitution. <b>(05-1.3.1)</b></li> <li>I can use the U.S. Constitution and Bill of Rights as primary sources to learn about the establishment and structure of the U.S. government. <b>(05-5.1.1)</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">What Basic Ideas About Government Are Included in the Preamble to the Constitution</a></li> <li><a href="#">Wanted: A Just Right Government</a></li> <li><a href="#">Big Ideas in the Constitution: The Mini Page</a></li> <li><a href="#">Biographies of the Articles of Confederation Signers</a></li> <li><a href="#">DocsTeach: Bring the Constitution to Life!</a></li> <li><a href="#">America's Freedom Documents Lesson Plans Who Rules</a></li> <li><a href="#">The U.S. Senate</a></li> <li><a href="#">The U.S. House of Representatives</a></li> <li><a href="#">The U.S. House of Representative Educational</a></li> <li><a href="#">The American Presidency</a></li> <li><a href="#">DocsTeach: Bring the Constitution to Life!</a></li> <li><a href="#">America's Freedom Documents Lesson Plans</a></li> <li><a href="#">Bill of Rights Day Observed on December 15.</a></li> <li><a href="#">Bill of Rights Song</a></li> </ul>	



# 5<sup>th</sup> Grade – Social Studies

**Unit 3: Forming a New America**

<p><b>Unit Compelling Question:</b> What was there a price for our nation's expansion west?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing teacher-created formative assessments</li> <li>▪ Teacher-created summative assessments</li> </ul>	<p><b>Duration:</b> 8 weeks</p>
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**Topic 1: Government Today** **Suggested Duration: 1 Week**

**SUPPORTING QUESTION(S):**  
Why is the democratic government the founders established, still important today?

**VOCABULARY:** Constitution, federal system, republic, bill, separation of powers, legislative branch, executive branch, judicial branch, veto, impeach, justice, amendment, Bill of Rights, due process of law, Cabinet, political party, checks and balances, union, democracy, civic virtue, taxes, government services

**LOUISIANA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

**DOA-SS-05-1.2.1** - Students will identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.

**DOA-SS-05-1.3.1** Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, and freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.

**DOA-SS-05-1.3.2** Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can give examples of services the U.S. government provides and analyze the importance of these services to citizens today. <b>(05-1.1.1)</b></li> <li>• I can explain and give examples of how democratic governments function to promote the common good. <b>(05-1.2.1)</b></li> <li>• I can analyze why the basic principles of democracy (justice, equality, responsibility, freedom) are important to citizens today. <b>(05-1.3.1)</b></li> <li>• I can identify the three branches of government. <b>(05-1.2.1)</b></li> <li>• I can explain the basic duties of each branch of government. <b>(05-1.2.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use graphic organizers to help student’s record information in their notebooks.</li> <li>• After learning about democratic principles, ask students to think about what these look like today.</li> <li>• Present students with scenarios to act out to explain the principles of democracy, then ask them to create their own scenarios.</li> <li>• Brainstorm a list of rights and a list of responsibilities of citizens. Students can record on a t-chart in their SS notebooks. Ask students to choose two that are most important to them from each list and explain why.</li> </ul>
<ul style="list-style-type: none"> <li>• I can identify important national/federal offices/leaders associated with each branch. <b>(05-1.2.1)</b></li> <li>• I can describe specific rights and responsibilities that individuals have as citizens of the United States. <b>(05-1.3.2)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Why Pay Taxes?</a> – IRS lesson plan</li> <li>• <a href="#">The Democracy Project</a> – PBS Kids</li> <li>• <a href="#">The U.S. House of Representative Educational Resources</a></li> <li>• <a href="#">Architect of the Capitol</a></li> <li>• <a href="#">The Fourth Branch - You!</a> – lesson plan from iCivics</li> <li>• <a href="#">Official US Executive Branch Web Sites</a></li> <li>• <a href="#">Branches of Power</a> – interactive game from iCivics</li> <li>• <a href="#">Branches of Power</a> – lesson plan from iCivic</li> <li>• <a href="#">The Supreme Court</a> - This is the official home page for the U.S. Supreme Court. Read about its history, its members, and its rules.</li> <li>• <a href="#">Supreme Court Rules</a></li> <li>• <a href="#">Congress, Law, and Politics Federal Judiciary</a> - This page lists the answers to frequently asked questions about the judicial branch.</li> <li>• <a href="#">Separation of Powers</a></li> <li>• <a href="#">You Mean I've Got Rights?</a> - iCivics</li> </ul>

<b>Topic 2: Exploration and Acquisition of the Western Frontier</b>	<b>Suggested Duration: 1 Week</b>
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**Supporting Question:**  
 How was land in the current United States acquired? What difficulties did individuals face when exploring the Western United States?

**VOCABULARY:** Gap, pioneer, assimilate, Indian Removal Act, manifest destiny, cession, cotton gin

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-2.3.1** Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.

**DOA-SS-05-4.4.2** Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion). **SS-05-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
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- I can describe scarcity and explain how scarcity required people to make economic choices during the Expansion era of U.S. history (e.g., scarcity of land in the East). (05-3.1.1)
- I can explain and give examples of how the government attempted to promote the common good for American settlers by making, enacting, and enforcing laws (Indian Removal Act). (05-1.1.2)
- I can describe interactions between diverse groups (e.g., Native Americans and American settlers, Native Americans and U.S. government) during the Expansion era of U.S. history. (05- 2.3.1)
- I can use geographic tools to analyze patterns of human movement during the Expansion era in U.S. history (Santa Fe Trail, Trail of Tears, Oregon Trail). (05-4.1.1)
- I can describe how the physical environment, both, promoted and restricted human activities during the Expansion era of U.S. history. (05-4.4.2)
- I can explain and give examples of how people adapted to and modified the physical environment to meet their needs during the Expansion era of U.S. history. (05-4.4.1)

- Using a map, plot the trails and look for patterns.
- After learning about the different groups that moved west, ask students to consider how mountains promoted or restricted movement as well as rivers.
- After using primary and secondary sources to read and learn about the War of 1812, have student’s complete graphic organizers with cause and effect.
- [America's Story: Western Expansion and Reform](#)
- [Cybraryman's Educational Web Sites: Westward](#)
- [Enchanted Learning: Daniel Boone](#)
- [Establishing Borders - Smithsonian lesson plan](#)
- [Exploring the Old West](#)
- [Historical Trails: Trail Basics and Dangers](#)
- [History of Arrow Rock](#)
- [History of the American West, 1860-1920](#)
- [Immigration](#)
- [Independence Rock: Pioneer Stories](#)
- [Jump Back in Time: A New Nation](#) – interactive timeline
- [Let's Head West](#)

- I can use primary and secondary sources to describe significant events in the Expansion era of U.S. history. (05-5.1.1)
- I can describe how land was acquired during the Expansion era of the United States (Louisiana Purchase, Florida Acquisition, Texas Annexation, Oregon Country, Mexican Cession, and Gadsden Purchase). (05-5.2.4)

- [PBS: Lewis and Clark](#)
- [Lewis and Clark Trail Map](#)
- [Map Collections, 1500-1999](#)
- [Oregon Trail, Death on the Trail](#)
- [PBS: Kit Carson](#)
- [PBS: Marcus and Narcissa Whitman](#)
- [PBS: New Perspectives on the West](#)
- [The Disease, the Cure](#)
- [The Overland Trail Looking Back](#)
- [The Pioneer Story: The Mormon Pioneer Trail](#)
- [Erie Canal Song](#)

**Topic 3: Settling the West****Suggested Duration: 2 Week****Supporting Question:**

What were the causes and effects of settlers moving west?

**VOCABULARY:** Boom, bust, reservations, conflict, compromise, conflict, communication, homestead Act, cattle drive, Transcontinental Railroad, rancher, farmer**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-2.3.1** Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.

**DOA-SS-05-4.4.2** Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

**DOA-SS-05-4.4.2** Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-3.2.1** Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can explain and give examples of how the government attempted to promote the common good for American settlers by making, enacting, and enforcing laws (The Homestead Act). (05-1.1.2)</li> <li>• I can describe interactions between diverse groups (e.g., Native-American and American settlers, Native Americans and U.S. government; cattle ranchers and farmers) during the period of Westward movement (e.g., the Indian Wars, Battle of Little Big Horn). (05-2.3.1)</li> <li>• I can explain how profits motivated individuals/businesses during continued Westward expansion to take risks in producing goods and services (e.g., cattle drives, Transcontinental Railroad, Pony Express). (05-3.2.1)</li> <li>• I can explain how the patterns of settlement in the western United States were influenced by physical characteristics. (05- 4.1.1)</li> <li>• I can describe how the physical environment, both, promoted and restricted human activities during continued westward expansion. (05-4.4.2)</li> <li>• I can describe how advances in technology (e.g., transcontinental railroad, barbed wire, wagon train) allowed people to settle in the West more easily. (05-5.2.3)</li> <li>• I can explain and give examples of how American settlers in the West adapted to/modified the physical environment to meet their needs. (05-4.4.1)</li> <li>• I can use primary and secondary sources to describe significant events and interpret different perspectives during the period of continued westward expansion (e.g., Chinese immigrants, cowboys, Exodusters, farmers, religious groups, Mexican Americans, Native Americans). (05-5.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• After learning about the Homestead Act, review promoting the common good and have students reflect on how the government was trying to promote the common good.</li> <li>• Assign groups of students to act out scenarios between the diverse groups during this time.</li> <li>• After learning about settlement, ask kids to reflect on the environment and why people settled near certain physical features.</li> <li>• After learning about the different groups that moved west, ask students to consider how mountains promoted or restricted movement as well as rivers.</li> <li>• Create an anchor chart with students to brainstorm ways people during this time adapted to/modified the environment. Then, provide them with a graphic organizer to come up with some examples on their own.</li> <li>• <a href="#">America's Story: Western Expansion and Reform</a></li> <li>• <a href="#">Cybraryman's Educational Web Sites: Westward</a></li> <li>• <a href="#">Enchanted Learning: Daniel Boone</a></li> <li>• <a href="#">Establishing Borders - Smithsonian lesson plan</a></li> <li>• <a href="#">Exploring the Old West</a></li> <li>• <a href="#">Historical Trails: Trail Basics and Dangers</a></li> <li>• <a href="#">History of Arrow Rock</a></li> <li>• <a href="#">History of the American West, 1860-1920</a></li> <li>• <a href="#">Transcontinental Railroad</a></li> <li>• <a href="#">Immigration</a></li> <li>• <a href="#">Independence Rock: Pioneer Stories</a></li> <li>• <a href="#">Jump Back in Time: A New Nation</a> – interactive timeline</li> <li>• <a href="#">Let's Head West</a></li> <li>• <a href="#">PBS: Lewis and Clark</a></li> <li>• <a href="#">Lewis and Clark Trail Map</a></li> <li>• <a href="#">PBS: Kit Carson</a></li> <li>• <a href="#">PBS: Marcus and Narcissa Whitman</a></li> <li>• <a href="#">PBS: New Perspectives on the West</a></li> <li>• <a href="#">The Overland Trail Looking Back</a></li> <li>• <a href="#">The Mini Page: The Homestead Act</a></li> </ul>

**Topic 4: Regional Differences****Suggested Duration: 2 Week****SUPPORTING QUESTION(S):**

How did regional differences lead to the Civil War?

**VOCABULARY:** State's Rights, North, South, Confederacy, Union, free state, slave state, tariff, fugitive, region, economy, sectionalism, Underground Railroad, passenger, secede, civil war, border state, artillery, address, emancipate, prejudice, assassinate

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-3.3.1** Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, and Twentieth Century to Present) and explain similarities and differences.

**DOA-SS-05-2.2.1** Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.

**DOA-SS-05-2.3.1** Students will describe various forms of interaction (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European explorers, English colonists, British Parliament) in the history of the United States.

**DOA-SS-05-3.4.2** Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).

**DOA-SS-05-3.4.1** Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can describe economic differences between the North and South before the Civil War. (05-3.3.1)</li> <li>• I can explain the role of regional differences (beliefs about slavery, economics, states' rights) in the growth and development of the United States in the mid-1800s. (05-2.2.1)</li> <li>• I can give examples of conflicts between the northern and southern regions of the United States before the Civil War. (05-2.3.2)</li> <li>• I can describe attempts to resolve conflict between the northern and southern regions before the Civil War (e.g., Compromise of 1850, the Missouri Compromise). (05-2.3.1)</li> <li>• I can describe the production, distribution, and consumption of goods and services in the North (e.g., railroads, textile mills, inventions) and in the South (slave labor on plantations). (05-3.4.1)</li> <li>• I can describe the effects of the invention of the cotton gin (e.g., social and economic). (05-3.4.2)</li> <li>• I can use primary and secondary sources to interpret the different perspectives during the Civil War period (e.g., supporters of slavery vs. abolitionists, enslaved persons, and supporters of individual state's rights). (05-5.1.1)</li> <li>• I can describe significant historical events during the pre-Civil War period (e.g., Bleeding Kansas, Dred Scott, Fugitive Slave Law, U.S. Court decisions). (05-5.2.4)</li> <li>• I can explain cause-and-effect relationships of the events leading to the Civil War (e.g., John Brown's raid on Harper's Ferry, Lincoln elected President, secession of South Carolina). (05-5.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Use primary and secondary sources to read and learn about the perspectives of different groups during the Civil War time. Have students write a couple of sentences about the Civil War from each person's perspective.</li> <li>• <a href="#">North and South: Different Cultures, Same Country</a> – student-friendly article</li> <li>• <a href="#">Underground Railroad: Escape from Slavery</a> – from Scholastic</li> <li>• <a href="#">Causes of the Civil War</a></li> </ul>

**Topic 5: Civil War and Reconstruction****Suggested Duration: 2 Week****SUPPORTING QUESTION(S):**

How did Americans strive to solve regional differences?

**VOCABULARY:** compromise, laws, sharecropping, democracy, amendments, reconstruction, changes in technology, communication, transportation and education**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).**DOA-SS-05-1.3.1** Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, and freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.**DOA-SS-05-4.1.2** Students will use geographic tools to locate and describe major landforms, bodies of water, places, and objects in the United States to find their absolute location.**DOA-SS-05-5.2.1** Students will identify historical documents, selected readings, and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King's speech: *I Have a Dream*) and explain their historical significance.**DOA-SS-05-5.2.3** Students will compare change over time (Colonization, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can explain and give examples of how the U.S. government attempted to preserve the Union in order to promote the common good. <b>(05-1.1.2)</b></li> <li>• I can give examples of conflicts between the Union and the Confederacy. <b>(05-2.3.2)</b></li> <li>• I can use geographic tools to locate and describe absolute and relative location of major Civil War battles. <b>(05-4.1.2)</b></li> <li>• I can use primary and secondary sources to describe/interpret the different perspectives during the Civil War (e.g., women, children, Union soldiers, Confederate soldiers, enslaved persons, leaders). <b>(05-5.1.1)</b></li> <li>• I can explain the historical significance of the Emancipation Proclamation. <b>(05-5.2.1)</b></li> <li>• I can explain the historical significance of the Gettysburg Address. <b>(05-5.2.1)</b></li> <li>• I can explain cause-and-effect relationships of events during the Civil War and Reconstruction periods. <b>(05-5.2.4)</b></li> <li>• I can analyze why the Reconstruction Amendments are important to citizens today. <b>(05-1.3.1)</b></li> <li>• I can explain the basic principles of democracy found in Reconstruction (Amendments 13, 14, 15). <b>(05-1.3.1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use primary and secondary sources to read and learn about the perspectives of different groups during the Civil War time. Have students write a couple of sentences about the Civil War from each person's perspective.</li> <li>• <a href="#">Battlefields</a>,</li> <li>• <a href="#">Civil War Interactive Maps</a></li> <li>• <a href="#">Civil War Primary Sources</a></li> <li>• <a href="#">Civil War Trust</a>: collection of lessons and resources</li> <li>• <a href="#">Gettysburg Address Narration</a></li> <li>• <a href="#">Map of Division: Civil War</a></li> <li>• <a href="#">Mission 2: Flight to Freedom</a></li> <li>• <a href="#">Links to Resources</a>: PBS Civil War</li> <li>• <a href="#">Civil War Music Lessons</a></li> </ul>

# 5<sup>th</sup> Grade – Social Studies



THE DIOCESE  
of ALEXANDRIA

## Unit 4: Transforming America

<b>Unit Compelling Question:</b> <ul style="list-style-type: none"><li>How is the United States a Land of Opportunity?</li><li>How is a nation's prosperity related to war?</li></ul>	<b>Assessments:</b> <ul style="list-style-type: none"><li>Ongoing teacher-created formative assessments</li><li>Teacher-created summative assessments</li></ul>	<b>Duration:</b> 7 weeks
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### Topic 1: Industrialization Suggested Duration: 3 Days

**SUPPORTING QUESTION(S):**  
How did advances in technology change the way of life for Americans?

**VOCABULARY:** steel and oil industries, child labor, production, consumption

#### **DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

- DOA-SS-05-3.2.1** Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.
- DOA-SS-05-3.4.2** Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).
- DOA-SS-05-5.2.3** Students will compare change over time (Colonization, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.
- DOA-SS-05-5.2.4** Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can explain how profits motivated individuals/businesses during the Industrialization period to take risks in producing goods and services (e.g., rise of steel and oil industries, child labor). <b>(05-3.2.1)</b></li> <li>• I can explain how competition among buyers and sellers influenced the price of goods and services during the Industrialization period (e.g., growth of factories, cheap laborers). <b>(05-3.3.2)</b></li> <li>• I can explain how goods and services were exchanged during the Industrial period (e.g., use of uniform currency, people could sell their goods in other parts of the country via the railroads, steamboats). <b>(05-3.4.2)</b></li> <li>• I can describe how inventions affected the production, distribution, and consumption of goods during the Industrial period (e.g., light bulb, telephone, radio, mills). <b>(05-3.4.2)</b></li> <li>• I can compare communication, technology, transportation, and education during the Industrialization period to today. <b>(05-5.2.3)</b></li> <li>• I can describe significant events during the Industrialization period and explain their cause-and-effect relationships (e.g., transfer of labor from farm to factories, increase in population in major cities, growth of immigrant labor force). <b>(05-5.2.4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• An auction is an effective way to demonstrate supply and demand since the students set the prices for the items. Give each student a set amount of money. Have certain items be more common such as pencils, and then have less common items such as stickers. Have the students bid on the items. Mark on the board how much each item ended at and then go into a discussion afterward as to why the items went for the prices that they did.</li> <li>• Use primary and secondary sources to read and learn about the industrialization period.</li> <li>• Record important information in student notebooks</li> <li>• Create a timeline of important inventions/events during the Industrial period.</li> <li>• Using T chart, compare and contrast different examples of transportation, communication, education, and technology from the Industrialization period to today.</li> <li>• After using primary and secondary sources to learn about the Industrialization period, use a graphic organizer to write examples of cause and effect in student notebooks.</li> <li>• History.com: <a href="#">Thomas Edison</a></li> <li>• <a href="#">Collection of Lewis Hine Photographs</a></li> </ul>

<b>Topic 2: Immigration</b>		<b>Suggested Duration: 1 Week</b>
<b>SUPPORTING QUESTION(S):</b> How did push/pull factors influence immigration in the late 1800s?		
<b>VOCABULARY:</b> Angel Island, Ellis Island, immigration, tenement houses, reformer		
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>		
<p><b>DOA-SS-05-1.1.2</b> Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).</p> <p><b>DOA-SS-05-4.3.1</b> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, and bodies of water).</p> <p><b>DOA-SS-05-5.2.2</b> Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</p>		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can explain and give examples of how the government attempted to promote the common good for the American workforce by making, enacting, and enforcing laws (Chinese Exclusion Act). <b>(05-1.1.2)</b></li> <li>I can use geographic tools to analyze the patterns of immigrant movement to the United States from Europe and Asia. <b>(05-4.3.1)</b></li> <li>I can explain the patterns of immigrant settlement in the United States (arrival at Ellis Island/Angel Island, settling immigrant neighborhoods). <b>(05-4.3.1)</b></li> <li>I can use geographic tools to analyze patterns of human movement during the Expansion era in U.S. history (Santa Fe Trail, Trail of Tears, Oregon Trail). <b>(05-4.1.1)</b></li> <li>I can explain the reasons (push factors – conditions that drive people to leave their homes, and pull factors – conditions that attract people to a new area) that immigrants came to America during the Immigration period. <b>(05-5.2.2)</b></li> <li>I can explain why immigrants come to America today. <b>(05.2.2)</b></li> <li>I can explain the historical events that led to the Immigration period (e.g., Irish potato famine, war throughout Europe, America as the “golden land”) <b>(05-5.2.2)</b></li> </ul>		<ul style="list-style-type: none"> <li>Using a map, plot the trails and look for patterns.</li> <li>After learning about the different groups that moved west, ask students to consider how mountains promoted or restricted movement as well as rivers</li> <li>After using primary and secondary sources to read and learn about the War of 1812, have student’s complete graphic organizers with cause and effect.</li> <li><a href="#">Immigration</a></li> <li><a href="#">Independence Rock: Pioneer Stories</a></li> <li><a href="#">Jump Back in Time: A New Nation</a> – interactive timeline</li> <li><a href="#">Eduplace Interactive Map: Immigration to the United States</a></li> </ul>

<b>Topic 3: Becoming a World Power</b>	<b>Suggested Duration: 3 Days</b>
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**SUPPORTING QUESTION(S):**  
How did the United States grow to become a world power?

**VOCABULARY:** progressive, conservation, armistice, canal, military draft, trench warfare, no man’s land

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.2.2** Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial).

**DOA-SS-05-4.1.2** Students will use geographic tools to locate and describe major landforms, bodies of water, places, and objects in the United States to find their absolute location.

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
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- I can give examples of services the U.S. government provided during World War I (protection from the military) and analyze the importance of these services to citizens today. **(05-1.1.1)**
- I can describe government’s role (i.e., President Woodrow Wilson asking congress to declare war on the Central Powers) in the United States leading to World War I. **(05-1.2.2)**
- I can give examples of conflicts between the Allies (e.g., Great Britain, France, and Russia) and Central Powers (e.g., Austria- Hungary and Germany) and describe appropriate conflict- resolution strategies (e.g., Treaty of Versailles). **(05-2.3.2)**
- I can use primary and secondary sources to describe events from World War I and interpret different perspectives (soldiers, women on the home front, African Americans). **(05-5.1.1)**
- I can describe events/actions that led to the United States becoming a world power (Spanish-American War, WWI, and Industrialization) and explain their cause- and-effect relationships. **(05-5.2.4)**

- [Primary Documents: US Declares War with Germany](#)
- <http://www.socialstudiescentral.com/instructional-resources/primary-sources/>
- [http://encyclopedia.kids.net.au/page/pr/Primary\\_source](http://encyclopedia.kids.net.au/page/pr/Primary_source)
- <https://owlcation.com/humanities/What-is-History-Introducing-History-For-Kids>

<b>Topic 4: Great Migration</b>		<b>Suggested Duration: 1 Day</b>
<b>Supporting Question:</b> How did push/pull factors encourage the Great Migration of African Americans?		
<b>VOCABULARY:</b> factories, opportunity		
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>		
DOA-SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can use geographic tools to analyze patterns of African-Americans) in the United States during the Great Migration. <b>(05-4.1.1)</b></li> <li>I can use primary and secondary sources to describe the period known as the Great Migration and interpret different perspectives (e.g., African-American men, women, and children). <b>(05-5.1.1)</b></li> <li>I can identify push factors (conditions that drive people to leave their home) and pull factors (conditions that attract people to a new area) that led African-Americans north and west during the early 1900s. <b>(05-5.2.2)</b></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Great Migration Maps</a></li> <li><a href="#">The Schomburg Center for Research in Black Culture – In Motion: The African-American Migration Experience</a></li> <li><a href="http://www.american-historama.org/1913-1928-ww1-prohibition-era/ww1-great-migration.htm">http://www.american-historama.org/1913-1928-ww1-prohibition-era/ww1-great-migration.htm</a></li> <li><a href="https://sites.google.com/a/share.brevardschools.org/brevard-elementary-social-studies-2-0/grade-5-american-history">https://sites.google.com/a/share.brevardschools.org/brevard-elementary-social-studies-2-0/grade-5-american-history</a></li> </ul>

<b>Topic 5: Continued Industrialization and Roaring 20's</b>		<b>Suggested Duration: 3 Days</b>
<b>Supporting Question:</b> How have changes in technology lead to a different way of life in the 1920s?		
<b>VOCABULARY:</b> Inventions, production, consumption, assembly line, jazz, industrialization		
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>		
<p><b>DOA-SS-05-3.2.1</b> Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p> <p><b>DOA-SS-05-3.4.2</b> Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p>		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can explain how profits motivated individuals/business (e.g., Henry Ford and the Model-T Ford) in the United States during the Roaring 20s (period of continued industrialization) to take risks in producing goods and services. <b>(05-3.2.1)</b></li> <li>I can describe how the assembly line increased productivity in the United States. <b>(05-3.4.2)</b></li> <li>Students will use primary and secondary sources to describe events during the Roaring 20s (i.e., Jazz Age, Harlem Renaissance) and interpret different perspectives (i.e. African Americans, women, men). <b>(05-5.1.1)</b></li> <li>I can compare change over time during the 20s in communication, technology, transportation, and education (i.e., radios, electric refrigerators, Model-T Ford). <b>(05-5.2.4)</b></li> <li>I can describe significant events during the Roaring 20s (Jazz Age) and explain cause-and-effect relationships. <b>(05-5.2.4)</b></li> </ul>		<ul style="list-style-type: none"> <li>Using the factory line simulation from the following lesson to demonstrate how assembly lines increased production.</li> <li>Students create a timeline of the Roaring 20's</li> <li>Students research an influential individual from the time and present information learned through project.</li> <li>Use a graphic organizer to compare and contrast communication, technology, transportation, and technology during the 1920's to now.</li> <li>History.com: <a href="#">Henry Ford</a></li> <li><a href="#">The Costume Gallery</a></li> <li><a href="#">PBS: Jazz</a></li> <li><a href="#">Harlem Renaissance</a></li> <li><a href="#">Harlem Renaissance for teachers</a></li> <li><a href="#">Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929</a></li> <li><a href="#">Test Screening of "Steamboat Willie"</a> - Read a short article about how sound and animation were put together in Walt Disney's "Steamboat Willie"</li> </ul>

<b>Topic 6: Suffrage</b>		<b>Suggested Duration: 1 Day</b>
<b>SUPPORTING QUESTION(S):</b> How did the fight for suffrage impact women in the United States and change our nation?		
<b>VOCABULARY:</b> Suffrage, voting, election, democracy		
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>		
<p><b>DOA-SS-05-5.2.1</b> Students will identify historical documents, selected readings, and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: <i>I Have a Dream</i>) and explain their historical significance.</p> <p><b>DOA-SS-05-1.3.1</b> Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, and freedom) found in significant U.S. historical documents (Declaration of Independence, U. Constitution, Bill of Rights) and analyze why they are important to citizens today.</p>		
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can explain the basic principle of democracy found in the 19<sup>th</sup> Amendment to the Constitution and analyze why it is important to citizens today. <b>(05-1.3.1)</b></li> <li>I can use primary and secondary sources to describe events leading to the ratification of the 19<sup>th</sup> Amendment (i.e., Seneca Falls Convention, the role of women in World War I). <b>(05-5.1.1)</b></li> <li>I can identify significant individuals that affected the fight for women’s suffrage. <b>(05-5.2.1)</b></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Scholastic: Women’s Suffrage</a></li> <li><a href="#">The role of women in WWI</a></li> <li><a href="https://study.com/academy/lesson/19th-amendment-lesson-for-kids-summary-facts.html">https://study.com/academy/lesson/19th-amendment-lesson-for-kids-summary-facts.html</a></li> <li><a href="https://www.usconstitution.net/constkids4.html">https://www.usconstitution.net/constkids4.html</a></li> <li><a href="https://www.ducksters.com/history/us_government/nineteenth_amendment.php">https://www.ducksters.com/history/us_government/nineteenth_amendment.php</a></li> <li><a href="https://www.youtube.com/watch?v=4zD4e1myEOU">https://www.youtube.com/watch?v=4zD4e1myEOU</a></li> </ul>

<b>Topic 7: Great Depression</b>	<b>Suggested Duration: 2 Days</b>
<b>SUPPORTING QUESTION(S):</b>	
How did the Great Depression impact the lives of people of the United States and change our nation?	
<b>VOCABULARY:</b> Consumer good, assembly line, stock market, depression, bureaucracy, dust bowl, unemployment	
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>	
<b>DOA-SS-05-1.1.2</b> Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).	
<b>DOA-SS-05-4.3.1</b> Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, and bodies of water).	
<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>I can give examples of services the U.S. government provided to promote the general welfare of U.S. citizens during the Great Depression (e.g., creation of New Deal programs to improve social and economic conditions). <b>(05-5.1.1 &amp; 05-1.1.2)</b></li> <li>I can describe how scarcity of resources during the Great Depression required people to make economic choices and created opportunity costs. <b>(05-3.1.1)</b></li> <li>I can locate and describe patterns of human settlement during the Great Depression and explain how these patterns were influenced by the physical characteristics (e.g., little rain, dry soil, dust storms) in the Great Plains. <b>(05-4.3.1)</b></li> <li>I can use primary and secondary sources to describe events during the Great Depression and interpret different perspectives. <b>(05-5.1.1)</b></li> <li>I can describe events leading to the period known as the Great Depression (e.g., stock market crash, dust bowl storm) and explain their cause-and-effect relationships <b>(05-5.2.4)</b></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">American Experience: Surviving the Dust Bowl</a></li> <li><a href="#">Scholastic Lesson: Journalism and Newspapers</a></li> <li><a href="https://kidskonnnect.com/history/great-depression/">https://kidskonnnect.com/history/great-depression/</a></li> <li><a href="https://www.ducksters.com/history/us_1900s/great_depression.php">https://www.ducksters.com/history/us_1900s/great_depression.php</a></li> <li><a href="https://video.search.yahoo.com/search/video?fr=yfp-t-s&amp;p=the+great+depression+for+kids#id=3&amp;vid=435c1e8815635c7ced4c3f1812efeed&amp;action=click">https://video.search.yahoo.com/search/video?fr=yfp-t-s&amp;p=the+great+depression+for+kids#id=3&amp;vid=435c1e8815635c7ced4c3f1812efeed&amp;action=click</a></li> <li><a href="http://www.okhistory.org/historycenter/forms/primarysourcesdustbowl.pdf">http://www.okhistory.org/historycenter/forms/primarysourcesdustbowl.pdf</a></li> <li><a href="https://www.archives.gov/education/lessons">https://www.archives.gov/education/lessons</a></li> </ul>

<b>Topic 8: World War II</b>		<b>Suggested Duration: 3 Days</b>	
<b>SUPPORTING QUESTION(S):</b> How did World War II impact the lives of people of the United States and change our nation?			
<b>VOCABULARY:</b> Suffrage, voting, election, democracy			
<b>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</b>			
<p><b>DOA-SS-05-1.3.2</b> Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</p> <p><b>DOA-SS-05-3.4.1</b> Students will describe production, distribution, and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, and Twentieth Century to Present).</p>			
<b>LEARNING TARGETS</b>		<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>	
<ul style="list-style-type: none"> <li>▪ I can give examples of services the U.S. government provided (protection from the military, rationing, war bonds) during World War II and analyze the importance of these services to citizens today. <b>(05-1.1.1)</b></li> <li>▪ I can describe how citizens responded to World War II through civic engagement (e.g., victory gardens, scrapping). <b>(05-1.3.2)</b></li> <li>▪ I can give examples of conflicts between the Allies and Axis powers during World War II and describe appropriate conflict-resolution strategies. <b>(05-2.3.2)</b></li> <li>▪ I can describe how the effort to support and supply the troops in World War II increased productivity. <b>(05-3.4.1)</b></li> <li>▪ I can use primary and secondary sources to describe events during World War II and interpret different perspectives (Japanese- Americans, women supporting the war effort, African-Americans in the military, soldiers). <b>(05-5.1.1)</b></li> <li>▪ I can use timelines to describe events that led to U.S. involvement in World War II (rise of Hitler, Holocaust, and attack on Pearl Harbor) and explain cause-and-effect relationships. <b>(05-5.2.4)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">The National World War II Museum New Orleans: War Bonds Fact Sheet</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Victory Mail Fact Sheet</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Radios</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Victory Garden Facts</a></li> <li>• <a href="#">The National World War II Museum New Orleans: World War II Home Front</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Civil Defense Fact Sheet</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Rationing Fact Sheet</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Scrapping Fact Sheet</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Assembly line Lesson</a></li> <li>• <a href="#">The National World War II Museum New Orleans: Technology Lesson Plan</a></li> <li>• <a href="#">The National WWII Museum New Orleans: WWII Primary Sources</a></li> </ul>	

**Topic 9: Civil Rights****Suggested Duration: 1 Week****SUPPORTING QUESTION(S):**

How did the civil-rights movement of the 60s expand democracy for all?

**VOCABULARY:** integration, civil rights, nonviolence, supreme court**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.2** Students will explain and give examples of ways that democratic governments function (by making, enacting, and enforcing laws) to promote the common good (e.g., public smoking ban, speed limits, seat belt requirements).

**DOA-SS-05-1.3.2** Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.

**DOA-SS-05-5.2.1** Students will identify historical documents, selected readings, and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King's speech: *I Have a Dream*) and explain their historical significance.

**DOA-SS-05-5.2.2** Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

**DOA-SS-05-5.2.3** Students will compare change over time (Colonization, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> <li>• I can explain and give examples of how the U.S. government made, enacted, and enforced laws during the 50s and 60s to promote the common good for African-Americans (<i>Brown vs. Board of Education</i>, Civil Rights Act of 1964, Voting Rights Act of 1965). <b>(05-1.1.2)</b></li> <li>• I can describe rights and responsibilities U.S. citizens demonstrated during the civil-rights movement and explain why civic engagement is necessary to preserve a democratic society. <b>(05-1.3.2)</b></li> <li>• I can give examples of conflicts between African-Americans and Whites during the civil-rights movement and describe appropriate conflict-resolution strategies (e.g., nonviolent protests, sit-ins) <b>(05-2.3.2)</b></li> <li>• I can use primary and secondary sources to describe events during the civil-rights period and interpret different perspectives (e.g., African-American women, men, and children, white southerners against/for segregation). <b>(05-5.1.1)</b></li> <li>• I can identify Dr. Martin Luther King’s speech, “I Have a Dream,” and explain its historical significance. <b>(05-5.2.1)</b></li> <li>• I can compare change over time in education during the civil- Rock Nine, Ruby Bridges). <b>(05-5.2.3)</b></li> <li>• I can describe significant events (e.g. <i>Brown vs. Board of Education</i>, Montgomery bus boycott, March on Washington, Freedom Rides) during the civil-rights movement and explain their cause-and-effect relationships. <b>(05-5.2.4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Primary Sources related to sit-ins and protests of the 1960s</a></li> <li>• <a href="#">PBS American Experience: Freedom Riders</a></li> <li>• <a href="#">Primary Sources related to the Little Rock Nine</a></li> <li>• <a href="https://www.ducksters.com/history/civil_rights/african-american_civil_rights_movement.php">https://www.ducksters.com/history/civil_rights/african-american_civil_rights_movement.php</a></li> <li>• <a href="https://www.childrensmuseum.org/sites/default/files/Documents/Educators/3-5_POCRubyBridges_UOS.pdf">https://www.childrensmuseum.org/sites/default/files/Documents/Educators/3-5_POCRubyBridges_UOS.pdf</a></li> <li>• <a href="https://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/">https://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/</a></li> <li>• <a href="https://kidskonnnect.com/history/civil-rights-movement/">https://kidskonnnect.com/history/civil-rights-movement/</a></li> <li>• <a href="https://kids.laws.com/civil-rights-timeline">https://kids.laws.com/civil-rights-timeline</a></li> </ul>

<b>Topic 10: Cold War</b>	<b>Suggested Duration: 3 Days</b>
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**SUPPORTING QUESTION(S):**

How did the civil-rights movement of the 60s expand democracy for all?

**VOCABULARY:** integration, civil rights, nonviolence, supreme court

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

**DOA-SS-05-2.3.2** Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communications).

**DOA-SS-05-5.2.4** Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
<ul style="list-style-type: none"> <li>• I can give examples of services the U.S. government provided during the Cold War (protection from the military, NASA space program) and analyze the importance of these services to citizens today. <b>(05-1.1.1)</b></li> <li>• I can give examples of conflicts between individuals or groups during the Cold War (Cuban Missile Crisis, expansion of communism, Vietnam War, Arms Race, Space Race) and describe appropriate conflict- resolution strategies. <b>(05-2.3.2)</b></li> <li>• I can use timelines to describe events during the Cold War period. <b>(05-5.1.1)</b></li> <li>• I can describe events during the Cold War and explain their cause- and- effect relationships. <b>(05-5.2.4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Cold War-Part 1: From World War to Cold War</a></li> <li>• <a href="http://www.wartgames.com/themes/world/coldw">http://www.wartgames.com/themes/world/coldw</a></li> <li>• <a href="http://www.american-historama.org/1945-1989-cold-war-era/the-cold-war.htm">http://www.american-historama.org/1945-1989-cold-war-era/the-cold-war.htm</a></li> <li>• <a href="https://www.ducksters.com/history/cold_war/summary.php">https://www.ducksters.com/history/cold_war/summary.php</a></li> <li>• <a href="http://www.softschools.com/timelines/cold_war_timeline/39/">http://www.softschools.com/timelines/cold_war_timeline/39/</a></li> <li>• <a href="https://en.wikipedia.org/wiki/List_of_conflicts_related_to_the_Cold_War">https://en.wikipedia.org/wiki/List_of_conflicts_related_to_the_Cold_War</a></li> <li>• <a href="https://video.search.yahoo.com/search/video?fr=yfp-t-s&amp;p=conflicts+during+the+cold+war+for+kids+you+tube#id=51&amp;vid=59441555f442ec41c11a4cf71b852646&amp;action=click">https://video.search.yahoo.com/search/video?fr=yfp-t-s&amp;p=conflicts+during+the+cold+war+for+kids+you+tube#id=51&amp;vid=59441555f442ec41c11a4cf71b852646&amp;action=click</a></li> <li>• <a href="https://sites.google.com/a/sas.edu.sg/worldconflicts/worl-2/poems">https://sites.google.com/a/sas.edu.sg/worldconflicts/worl-2/poems</a></li> </ul>

<b>Topic 11: Twenty-First Century</b>	<b>Suggested Duration: 3 Days</b>
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**SUPPORTING QUESTION(S):**

What are the effects of increasing global connections?

**VOCABULARY:** Terrorism, free enterprise, human resources, capital goods, scarcity, competition, interdependent

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**DOA-SS-05-1.3.2** Students will describe specific rights and responsibilities that individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.

**DOA-SS-05-3.3.1** Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, and Twentieth Century to Present) and explain similarities and differences.

**DOA-SS-05-3.4.3** Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services

<b>LEARNING TARGETS</b>	<b>POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES</b>
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- I can explain why civic engagement is necessary in the twenty-first century. **(05-1.3.2)**
- I can give examples of conflicts between individuals or groups in the twenty-first century (e.g., Middle East Wars). **(05-2.3.2)**
- I can explain how markets in the twenty-first century are similar to/different from markets of the past. **(05-3.3.1)**
- I can define *interdependence* and give examples of how people around the world depend on each other goods and services. **(05-3.4.3)**
- I can describe production, distribution, and consumption of goods and services during the twenty-first century (e.g., online commerce, outsourcing labor). **(05-3.4.1)**
- I can describe how changes in technology and new knowledge influenced productivity in the United States (e.g., satellites, computers). **(05-3.4.2)**
- I can explain how communication, technology, transportation, and education have changed from the nineteenth century to today. **(05-5.2.3)**
- I can describe significant events in the twenty-first century (e.g., September 11 attacks) and explain cause- and-effect relationships (e.g., war on terrorism). **(05-5.2.4)**

- <http://www.american-historama.org/1913-1928-ww1-prohibition-era/economic-boom-1920s.htm>
- <https://wheniwork.com/blog/facts-about-work/>
- <https://y4y.ed.gov/learn/pbl/introduction/civic-learning-and-engagement/>
- <https://www.timetoast.com/timelines/most-important-events-of-the-21st-century>
- [Greatest Engineering Achievements of the 20<sup>th</sup> Century](#)