

Unit 4 Life in the New Republic & The Westward Expansion

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period: **December**
Length: **Full Year - Grade 5**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Grade 5

**Unit 4: Life in the Young Republic Westward
Expansion**

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Charlene DelGrande, Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools
Dr. Giovanni Cusmano, Director of Elementary Education K - 8
Mr. George Droste, Director of Secondary Education

Board Approved: 7/16/2018

Unit Overview

In Unit 4, students will investigate the first presidents, The Louisiana Purchase, The War of 1812, American Indians' Trail of Tears, Inventions, Roads, and Rails, and The California Gold Rush. Students will also investigate the lives of Frederick Douglas and Narcissa Whitman.

Enduring Understanding

- The United States grew rapidly during the early and mid-1800s.
- The leaders of the United States during this time had a profound impact on future governments, as well

as on the ways in which the country grew.

- The War of 1812 challenged the young nation and helped build pride in America and establish an American identity.
- Westward settlement and land policies disrupted the traditions and lives of American Indians.
- Obtaining equal rights was a long process for African Americans, women, and many other groups.
- Changes in technology have both benefits and cost.
- Technological advances can change how and where people live.
- Nations can gain or lose territory through war, treaties and the movement of people.
- People move for economic, political, and social reasons.
- People may undergo personal hardships to obtain economic opportunity or personal freedom.

Essential Questions

- * How do leaders shape a nation?
- * What are the costs and benefits of growth?

Exit Skills

By the end of Grade 5, Unit 4, the student should be able to:

- Define key terms
- Analyze a Graph
- Analyze events leading up the Indian Removal Act
- Identify points of view
- Analyze primary sources
- Write a narrative
- Draw Inferences

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Interdisciplinary Connections

Critical Thinking Skill:

* Use and Interpret Evidence

Literacy Skills

* Draw Inferences

* Distinguish fact from Fiction

Critical Thinking Skill

* Analyze costs and benefits

Learning Objectives

- Place key events and people of nineteenth-century America in a chronological sequence and within a spatial context.
- Analyze maps.
- Interpret timelines.
- Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.
- Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.
- Summarize the events of John Adams election as second president and the events that led to the Alien and Sedition Acts.
- Summarize the causes and effects of the Louisiana Purchase.
- Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.
- Explain the importance of the Lewis and Clark expedition.
- Identify the causes of the War of 1812.
- List key battles and events of the War of 1812.
- Describe the context in which "The Star-Spangled Banner" was written and the main ideas it expresses.
- Discuss the effects of the War of 1812, including the impact on how Americans viewed themselves.
- Explain the purpose of the Monroe Doctrine.
- Discuss the causes and effects of the Indian Removal Act and the Trail of tears.
- Describe the reasons for the influx of immigrants in the early and mid-1800s.
- Identify the cotton gin as one reason for the spread of slavery.
- Discuss how the growth of the country contributed to tensions between the North and the South.
- Identify major leaders of the abolitionist and women's rights movements and the roles they played.
- Establish meaning
- Make meaningful connections.
- Utilize prior knowledge to gain understanding.
- Place key events of westward expansion and the people who participated in them in a chronological sequence and context with each other.
- Analyze visuals such as maps and timelines to understand meaning.
- Identify the major inventions that change the way people worked in the early to mid-nineteenth century.
- Describe the improvements to transportation in the nineteenth century.
- Describe why Americans settle in Texas and analyze the conflicts that led to the Mexican War.
- Identify and explain the concept of Manifest Destiny.
- Explain the cause and effects of the declaring California independent.
- Identify the economic and social reasons that led settlers to risk moving west.
- Identify important individuals and their contributions to westward expansion.
- Analyze the causes and effects of the California gold rush.
- Describe events that made California a state.

Examples:

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the internet and **evaluate** the reliability of the information.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Best Practices

Map & Graph Skills:

* Interpret Cultural Data on Maps

- * Interpret Timelines

Literacy Skills:

- * Compare and Contrast

- * Sequence

Suggested Activities

- * Rap About It

- * Chapter Vocabulary Games

- * Big Question Inter-activities

- * Quest Challenges (Project-Based Learning)

- * Field Trip videos

- * Jumpstart Activity

- * Tikatok

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

My World Interactive 5 Pearson Education 2019

Ancillary Resources

Penguin's Who Was Series, "Who was Benjamin Franklin"

Penguin's What Was Series, "What Was The Gold Rush"

Internet Resources:

www.pearsonrealize.com

www.history.com

www.stopbully.gov

www.edutopia.org

Social Studies Weekly

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: