

Unit 5 Civil War and Expanding West

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

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Grade 5

Unit 5: Civil War and Expanding West

Belleville Board of Education

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Board Approved:

Unit Overview

In Unit 5, students will investigate slavery, The Civil War, and reconstruction. Students will also investigate railroads, miners, ranchers, homesteaders, and sodbusters. Additionally, students will explore the lives of Queen Liliuokalani and Harriet Tubman.

Enduring Understanding

- Social, political, and economic differences can lead to conflict.
- When change is composed or forced, it is more difficult.
- People will fight to protect their beliefs and way of life.
- In wars, men, women, children, and the environment may all be affected.
- Conflicts can have unexpected results that can reshape a country. United States expansion in the second half of the nineteenth century brought the West's resources into a national economy.
- American farmers opened large areas in the West, seeking to build homes, communities, and a prosperous future.
- While the United States was growing through western expansion, American Indians were

struggling to survive and maintain their own ways.

- Once the United States had developed a strong economy, it began to expand overseas and assume a role as a world power.

Essential Questions

- * What is worth fighting for?
- * How did different groups experience the growth on the nation.

Exit Skills

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

- Define key terms
- Analyze a Map and Graph
- Describe why people moved west in the 1800s.
- Analyze economics and geographic differences between the North and South
- Interpret the Compromise of 1850
- Analyze the Emancipation Proclamation
- Write an Opinion about whether the country could have grown without causing harm the the American Indians
- Write an Opinion about the Gettysburg Address
- Analyze Primary Sources
- Make Predictions if the US would benefit from westward expansion

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
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.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
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.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Interdisciplinary Connections

Critical Thinking Skill:

* Make Decisions

Literacy Skills

* Classify and Categorize

* Make Predictions

Map and Graph Skill:

* Compare Line and Bar Graphs

Learning Objectives

- Place key events leading up to and including the Civil War and Reconstruction in a chronological sequence.
- Understand key people from the era of the Civil War and Reconstruction.
- Analyze visuals such as maps and timelines to understand meaning.
- Understand why people of the Civil War era love to sing and listen to songs.
- Discuss the compelling question, "How does culture influence music?"
- Understand the economic, political, and geographic differences between the North and the South in the years before the war.
- Summarize different perspectives on both slavery in the western territories and state's rights.
- Describe the efforts that were made to keep the country from dividing.
- Explain the events that led to the Civil War.
- Understand how the Civil War started.
- Compare the political and military strategies of the North and the South.
- Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.
- Assess the strengths and weaknesses of the North and the South.
- Understand the importance of the new technologies to the way the war was fought and to its outcome.
- Describe the significant battles in the first year of war.
- Explain the importance of the Emancipation Proclamation and its impact on America Life.
- Describe the roles of women, African Americans, and American Indians in the war.
- Understand the hardships soldiers faced.
- Understand the hardships on the home front.
- Describe women's contributions to the war effort.
- Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home

front.

- List the significant battles and the turning point leading to the war's end.
- Compare the leaders of two armies.
- Understand the reaction to the war's end.
- Explain the human and material costs of the war in the North and South.
- Describe significant of the Gettysburg Address.
- Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.
- Compare and contrast the different aims and plans toward Reconstruction held by congress and Presidents Lincoln and Johnson.
- Explain the difficulty of rebuilding the South.
- Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Understand the impact on racial relations in the United States made by Reconstruction.
- Relate what happened after Reconstruction.
- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experiences.
- Establish meaning.
- Place key events relating to the growth of our nation in chronological order.
- Understand key people from the era of westward expansion.
- Analyze visuals such as maps and timelines to understand meaning.
- Apply the concepts learned in this chapter to write a newspaper article about how the railroad influenced westward expansion.
- Discuss the compelling question "What impact did the transcontinental railroad have on the growth of the nation?" after completing the Quest.
- Identify and explain how geographic factors, government policies, and belief in Manifest Destiny encouraged expansion and new economic activities in the West.
- Identify how the creation of the transcontinental railroad system modified the environment, used human resources, and advanced U.S. economic development.
- Understand the impact of the railroad system on businesses and on westward expansion.
- Summarize the work that settlers had to perform in order to build homes and farms, and irrigate the

Great Plains.

- Describe how and why people adapted to and modified the environment of the Great Plains.
- Identify the accomplishments of John Deere, Joseph Glidden, Cyrus McCormick, and James Oliver.
- Understand that the creation of new states in the west led to the disappearance of the United States frontier.
- Describe how American Indians adapted to the environment of the Great Plains.
- Identify the challenges American Indians faced because of settlers.
- Analyze the effect of the Indian Removal Act on American Indians.
- Describe the reservation system and life within it.
- Summarize the contributions of American Indian in the late nineteenth century.
- Understand that by the early twentieth century, the United States had become a major economic power in the world.
- Describe the importance of the Monroe Doctrine and identify the causes and effects of the Spanish-American War.
- Explain the impact of American ideas about progress and equality of opportunity on the expansion of trade worldwide and the construction of the Panama Canal.
- Identify different points of view about Hawaii and Alaska as they became parts of the United States.

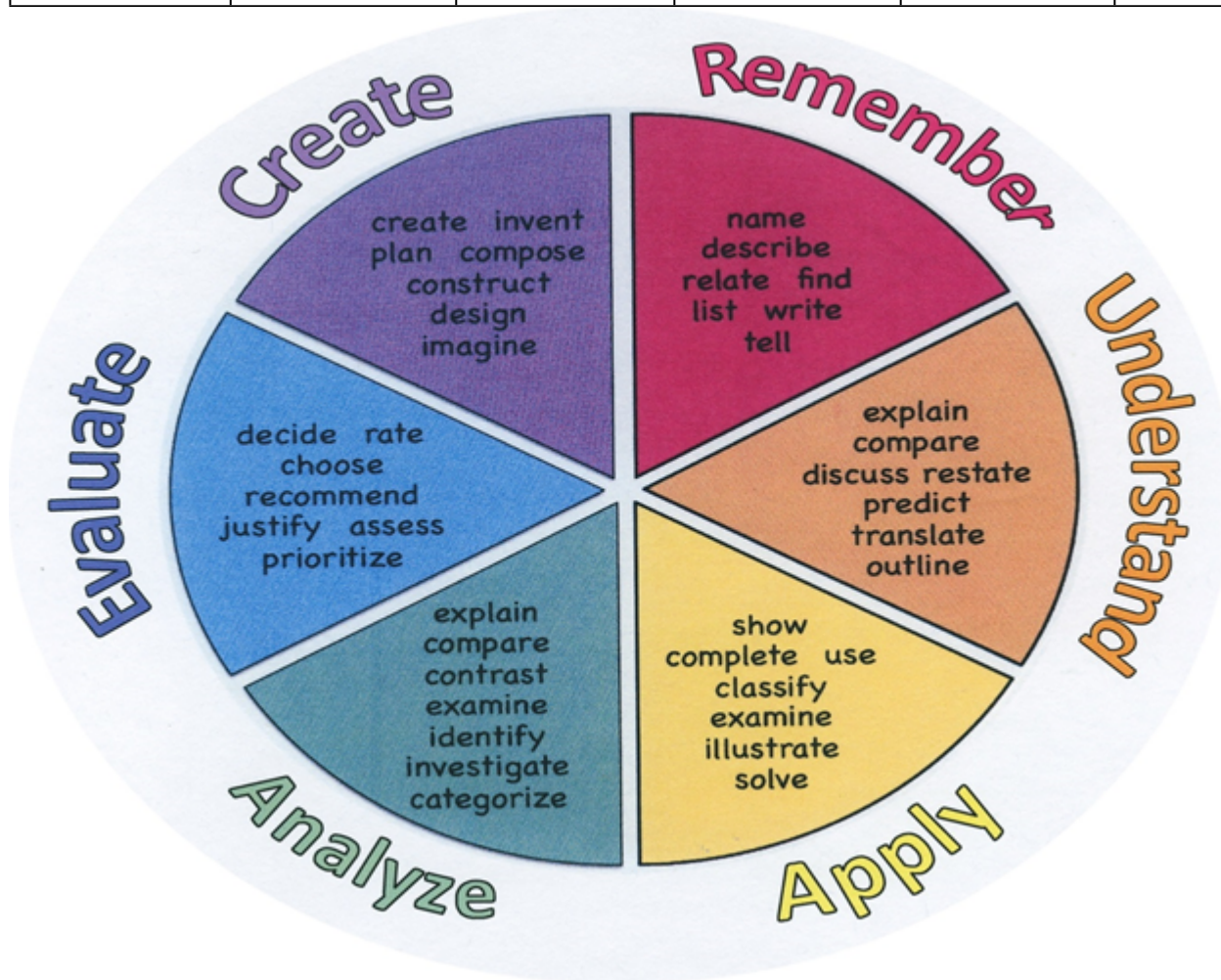
Examples:

- **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 Outline Point Quote Recall Recognize Repeat Reproduce	Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Detect Diagram Discriminate Illustrate Outline Point out Separate	Rate Support Test	Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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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 Maria Tallchief," "Who Was Harriet Tubman," "Who Was Abraham Lincoln," "Who Was Sojourner Truth"

Penguin's What Was Series, "What was the Emancipation Proclamation"

Internet Resources:

www.pearsonrealize.com

www.pbs.org/kenburns/civil-war/war/war-overview

www.history.com

www.stopbully.gov

www.edutopia.org

Social Studies Weekly

Technology Infusion

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

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

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

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

- 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

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

Differentiation

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

- 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

- 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)

- 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: