# Unit 6: A New Nation

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Fifth Grade Social Studies

# Unit 6: A New Nation

**Belleville Board of Education**

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## Unit Overview

In this unit students will investigate the Articles of Confederation, creating the Constitution, the Bill of Rights, and key concepts of the Constitution

## Enduring Understandings

- Every citizen equal under the laws of the United States.
- The U.S Constitution is enduring document that has been amended over time.
- The U.S Constitution guarantees the right of citizens and gives them power over the government.
- The U.S Constitution provides a systems with the separation of powers and checks and balances to help limit the power of the federal government.
- Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S Constitution.

## Essential Questions

What is the purpose of government?

## Exit Skills

By the end of Grade 5, Unit 6, the student should be able to:

- Define terms
- Analyze a Map
- Analyze the Stamp Act

- Interpret a Line Graph
- Write an opinion letter about the Declaration of Independence
- Compare Points of View of Federalists and Anti-Federalists

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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.5-8.1.3.1 | Compare and contrast differing interpretations of current and historical events. |
| SOC.5-8.1.3.3 | Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). |
| 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

| | |
|---|---|
| LA.RL.5.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| LA.RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| LA.W.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. |

## Learning Objectives

- Understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure.
- Explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government.
- Summarize the principle of the Land Ordinance and the Northwest Ordinance on U.S. settlers and American Indian.
- Explain why the Constitutional Convention was held.
- Identify the leaders of the Constitutional Convention and their views and the challengers and compromises involved while writing it.
- Explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.
- Differentiate between powers that belong to the federal government and to the states under the Constitution.
- Compare and contrast the views of Federalists and Anti-Federalists.
- Describe the process that led to the ratification of the Constitution by the states.
- Explain the relationship between the ratification of the Constitution and the Bill of Rights.
- Describe how the Bill of Rights provides protections for all American citizens.

- Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.
- Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.
- Describe the process of amending the Constitution.
- Summarize how voting rights have been expanded to include more citizens.

## Suggested Activities & Best Practices

Map & Graph Skills:

- Interpret Graphs

Literacy Skills:

- Cause and Effect
- Summarize

Critical Thinking Skills:

- Analyzing Images
- Compare Points of View

Suggested Activities

- Rap About It
- Chapter Vocabulary Games
- Big Question Inter-activities
- Quest Challenges (Project-Based Learning)
- Field Trip videos
- Jumpstart Activity
- Tikatok

## Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

MyWorld Interactive text and digital resources

## Ancillary Resources

Internet Resources:

www.pearsonrealize.com

www.history.com

www.stopbully.gov

www.edutopia.org

## Technology Infusion

MyWorld Interactive digital platform

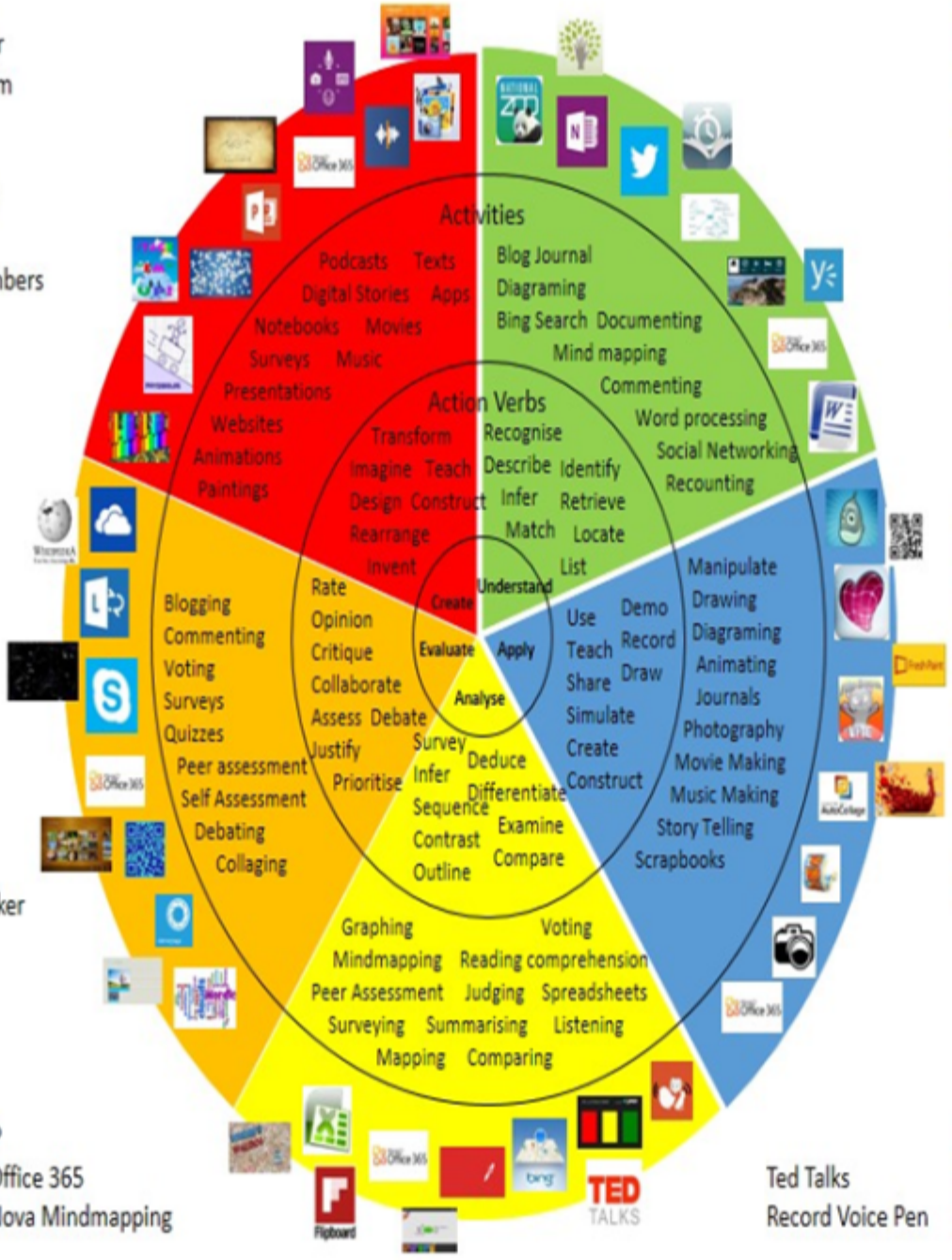
Chromebooks

Google Classroom

# 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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

## Alignment to 21st Century Skills & Technology

- English Language Arts;
- 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

## Special Education Learning (IEP's & 504's)

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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 clarif
- 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 workpresented 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

## At Risk

- 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 workpresented 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

## Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge