

01:Unit 1 America Begins to Take Shape

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 weeks/ 15 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 5

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the fifth grade students will focus on "American Begins to Take Shape", "America Creates its Government", "Creating the United States", "the Nation's Economy", and "International Economy".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

| | |
|------------------------|--|
| SOC.6.1.5.CivicsDP.1 | Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). |
| SOC.6.1.5.CivicsDP.2 | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |
| SOC.6.1.5.CivicsHR.2 | Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. |
| SOC.6.1.5.CivicsHR.3 | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. |
| SOC.6.1.5.GeoGI.3 | Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. |
| SOC.6.1.5.HistoryCC.7 | Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. |
| SOC.6.1.5.HistoryCC.13 | Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. |
| SOC.6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |
| SOC.6.1.5.HistorySE.2 | Construct an argument for the significant and enduring role of historical symbols, |

monuments, and holidays and how they affect the American identity.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

| | |
|-----------------|---|
| LA.RI.4.1 | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LA.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| LA.RI.4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.L.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| TECH.9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). |
| TECH.9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| TECH.9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- emigration is the act of leaving one's own country to settle permanently in another; moving abroad.
- many settlers preferred to live along the Atlantic Ocean or near a water source which allowed them to trade, travel, farm and survive.
- the geography of the United States impacted the way of life throughout the colonies that three regions emerged: New England, Middle and Southern.
- a geographic tools (i.e. maps, globes, atlases) help people to understand the world.
- slavery became a large part of life in the Southern Colonies.
- plantation owners relied heavily on slave labor.
- the use of slaves created an uneven relationship between the English settlers and the slaves.
- settlers in New England and the Middle Colonies began to dislike the use of slaves.
- colonial life and early America began to evolve into a more democratic society as time

progressed, but this evolution has caused great conflict as well (i.e. Civil War, Civil Rights Movement).

- colonists and Americans have strived for equality and freedom for various groups of people throughout history (i.e. women, Native Americans, religious groups, minorities).
- some colonists and Americans have fought the concept of equality and freedom in America.
- early Colonial governments only allowed rich, white, land owning Christian men to participate in the government.
- governments throughout the Colonies and America evolved over time to reflect the American people and their identity (i.e. women, different religions, different socioeconomic statuses, minorities).
- today anyone that is over the age of 18 and is a U.S. citizen can vote for their representatives in the government.
- historical symbols (i.e. American flag, bald eagle), monuments (i.e. Lincoln Memorial, the Statue of Liberty), and holidays (i.e. Fourth of July, Dr. Martin Luther King Jr. Day) are reflective of and celebrate the American identity (i.e freedom and equality).
- historians study the past and help to analyze events and ideas.
- historians may have different points of view on the same events and ideas (i.e JFK sought King for advice, Coretta Scott King played a larger role than perceived).
- throughout history the American people have fought to improve society to one that is accepting of people from all different backgrounds. (i.e Alice Paul, Dr. Martin Luther King Jr., Rosa Parks).
- Dr. Martin Luther King Jr. and other social activists (i.e Walter Francis White, Anne McCarty Braden, Henry Moscowitz) have helped to inspire Americans to continue to question society and push for changes that enable America to reflect the ideals that began in early American history (i.e freedom and equality).

Procedural Knowledge

Students will be able to:

Determine factors that impacted the settlement of the US Colonies.

- define emigration.
- describe the settlement patterns of US Colonies.
- identify the three colonial regions.
- define geographic tools.
- use geographic tools to determine the factors that impacted emigration, settlement patterns and regional identities of the US Colonies.

- evaluate the impact of the use of slaves during Colonial Times.
- compare and contrast the responses to the violations of fundamental rights.

Describe early forms of government, historical symbols, monuments, and holidays and craft a claim as to how they impact the future and the American identity.

- describe Colonial forms of government.
- describe changes that occurred in Colonial and Early American government structures.
- craft a claim explaining how early government structures impacted the evolution in American politics and institutions.
- construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- compare and contrast historians' interpretations of important historical ideas, resources and events.
- explain how the American identity continues to change and evolve.
- describe Dr. Martin Luther King, Jr. and other historical civil rights leaders whom served as catalysts for social change, inspired social activism in subsequent generations.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

What impacted settlement and life in the US Colonies?

What is the American Identity and how has it evolved over time?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

What impacted settlement and life in the US Colonies?

What is the American Identity and how has it evolved over time?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes
- benchmark assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

Supplemental:

Epic Books

Brain Pop Jr.

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - maps

Visual and Performing Arts - debate, presentations

Science - geography, environment, society

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.