

### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### Unit 5/Module Overview

#### Compelling Question:

How did technology transform the United States?

#### Storyline:

President Lincoln was a 19th-century techie. In fact, Lincoln is the only president to have held a patent for an invention! Lincoln was especially fond of the telegraph. Some historians credit his use of the telegraph as one reason the Union won the Civil War. Lincoln would gather the latest news sent by telegraph and then use it to issue orders. For example, in 1864, he sent the following telegram to General Ulysses S. Grant, whose army had surrounded the Confederates at Petersburg, Virginia, "Hold on with a bull-dog grip, and chew & choke, as much as possible."

#### Learning Targets:

How did the expansion of the United States affect people inside and outside of the country? (**Lesson 18**)

What drew new settlers to the western part of the United States in the 1800s? (**Lesson 19**)

What factors helped drive apart the North and the South in the mid-1800s? (**Lesson 20**)

What factors contributed to the outcome of the Civil War? (**Lesson 21**)

How has life in the United States changed since industrialization? (**Lesson 22**)

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

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- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 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).

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 18 - Manifest Destiny and Settling the West - 10 days	<ul style="list-style-type: none"> <li>See Above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Examine and identify maps showing the major U.S. territories acquired in the nation's westward expansion.</li> <li>Explain why and how the United States acquired key territories and depict how this affected the people already living in each region.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Hands-On Activity: Mystery Man Riddle (pg 361)</li> <li>Hands-On Activity: Mapping Land Acquisitions (pg 375)</li> <li>Show What You Know: Compare &amp; Contrast effects of Manifest Destiny (pg 376)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 18 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>acquisition, annex, boundary, cede, expedition, manifest destiny, reservation, territory</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>All teacher resources are available online</li> <li>Student workbooks also come in a digital format</li> <li>All materials for the hands-on activities are available on the on; one platform</li> <li>Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul> </li> </ul>
Lesson 19 - The Diverse Peoples of the West - 9 days	<ul style="list-style-type: none"> <li>See Above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Describe aspects of life for one of six groups of people living in the West during the 1800s.</li> <li>Identify the effects of westward expansion on six groups of westerners.</li> <li>Describe the benefits and drawbacks pioneers experienced when they moved west.</li> <li>Create and analyze tables and bar graphs.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Hands-On Activity: Presentation About Life in the West (pg 381)</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>All teacher resources are available online</li> <li>Student workbooks also come in a digital format</li> <li>All materials for the hands-on activities are available on the on; one platform</li> <li>Teaching maps and photographs for each lesson are available under the map or media library tabs</li> </ul> </li> </ul>

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**5th Grade - TCI "Social Studies Alive - America's Past" Unit 5 - Manifest Destiny to Today**

		<ul style="list-style-type: none"> <li>Show What You Know: Collage of Images, Words, and Phrases for the six groups (pg 394)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 19 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>California, claim, forty-niner, immigrant, missionary, Mormon, pioneer, rancho, transcontinental, yoke</li> </ul>	<ul style="list-style-type: none"> <li>Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul>
Lesson 20 - The Causes of the Civil War - 8 days	<ul style="list-style-type: none"> <li>See Above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Identify key events that led to the Civil War.</li> <li>Solve a series of six visual puzzles to reveal key images about the causes of the Civil War.</li> <li>Discuss critical thinking questions about Civil War causes.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Hands-On Activity - Solving Puzzles About the Causes of the Civil War (pg 399)</li> <li>Show What You Know: Road to War - Describing critical events leading up to the war (pg 409-410)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 20 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>abolitionist, Civil War, Confederacy, secede, sectionalism, Underground Railroad, Union</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>All teacher resources are available online</li> <li>Student workbooks also come in a digital format</li> <li>All materials for the hands-on activities are available on the on; one platform</li> <li>Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>Video components are available for some lessons.</li> <li>The online platform has review games as well as vocabulary activities for every unit.</li> </ul> </li> </ul>
Lesson 21 - The Civil War - 10 days	<ul style="list-style-type: none"> <li>See Above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Analyze primary source images of the Civil War to discover the factors that enabled the Union to win</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Student Journal</li> </ul> </li> <li>Materials</li> </ul>

# Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

## 5th Grade - TCI "Social Studies Alive - America's Past" Unit 5 - Manifest Destiny to Today

		<p>the war.</p> <ul style="list-style-type: none"> <li>● Appreciate the role historical artifacts play in creating historical memory and a sense of shared nationhood.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Hands-On Activity - Searching for Civil War Artifacts (pg 415)</li> <li>● Show What You Know: Civil War Learning - What Surprised You? (pg 428)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Lesson 21 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● draft, Emancipation Proclamation, technology</li> </ul>	<ul style="list-style-type: none"> <li>○ All teacher resources are available online</li> <li>○ Student workbooks also come in a digital format</li> <li>○ All materials for the hands-on activities are available on the on; one platform</li> <li>○ Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> <li>○ Video components are available for some lessons.</li> <li>○ The online platform has review games as well as vocabulary activities for every unit.</li> </ul>
<p>Lesson 22 - The Modern United States - 12 days</p>	<ul style="list-style-type: none"> <li>● See Above</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Explain how the U.S. has changed since industrialization.</li> <li>● Understand how events occurring now will be part of history..</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Annotating Timeline (pg 431)</li> <li>● Hands-On Activity - Stepping into Modern US History (pg 433)</li> <li>● Show What You Know: Create a Timeline of Events in your Community (pg 446)</li> </ul> <p><b>Summative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Lesson 22 Test</a></li> </ul> <p><b>Content Specific Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● drought, industrialization, segregation, urbanization</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Student Journal</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ All teacher resources are available online</li> <li>○ Student workbooks also come in a digital format</li> <li>○ All materials for the hands-on activities are available on the on; one platform</li> <li>○ Teaching maps and photographs for each lesson are available under the map or media library tabs</li> <li>○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.</li> <li>○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</li> </ul> </li> </ul>

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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)