

TCI Unit 5: Manifest Destiny to Today

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **April**
Length: **Trimester 3**
Status: **Published**

Unit 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."

Priority Standards

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

SOC.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.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Targets

How did the expansion of the United States affect people inside and outside the country?

What drew new settlers to the western part of the United States in the 1800s?

What factors helped drive apart the North and the South in the mid-1800s?

What factors contributed to the outcome of the Civil War?

How has life in the United States changed since industrialization?

Essential Questions

How did technology transform the United States?

Learning Plan (Skills and Activities)

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Learning Targets	Hands On Activities/Materials	Ways to Incorporate Reading and Writing Standards into this Unit
		18. Manifest Destiny and Settling the West	10	How did the expansion of the United States affect people inside and outside the country?	<ul style="list-style-type: none"> - Mystery Man Riddle (page 361 & 372) **as you complete each section - Mapping land acquisitions (page 361 & 372) - Graphing Student Movement (page 379) 	<ul style="list-style-type: none"> - Compare & Contrast effects of Manifest Destiny [RI 5.3 Explain the Relationships]
		19. The Diverse Peoples of the West	9	What drew new settlers to the western part of the United States in the 1800s?	<ul style="list-style-type: none"> - Presentation About Life in the West (page 381) - Puzzles About the Causes of the Civil War (page 399) 	<ul style="list-style-type: none"> - Collage of Images, Words, and Phrases for the six groups (page 394) [L 5.5 Figurative language; W 5.2 Informative Writing]
	5. Manifest Destiny to Today Unit	20. The Causes of the Civil War	8	What factors helped drive apart the North and the South in the mid-1800s?	<ul style="list-style-type: none"> - Road to War (page 409-410): Describing critical events leading up to the war 	
		21. The Civil War	10	What factors contributed to the outcome of the Civil War?	<ul style="list-style-type: none"> - Searching for Civil War Artifacts (page 415;426-427) 	<ul style="list-style-type: none"> - Civil War Learning “What Surprised You?” [W 5.2 Informative

22. The Modern United States	12	How has life in the United States changed since industrialization?	- Annotating Timeline (page 431) - Stepping Into Modern US History (page 442-443)	Writing] - “Create a Timeline” of events in your community (page 446) [SL 5.4 Report on a Topic]
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Priority standards

6.1.5.HistoryCC.7:

Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Unit Assessments

1. Unit Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).
3. Each Unit includes an inquiry project that can be used as an assessment grade.
4. The Units' hand-on activities and writing extension activities can also be used as assessment grades
5. Exit tickets
6. Our curriculum comes with online games and vocabulary activities

Materials & Resources

- All teacher resources are available online
- Student workbooks also come in a digital format
- All materials for the hands-on activities are available on the on; one platform
- Teaching maps and photographs for each lesson are available under the map or media library tabs
- Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.
- 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.
- Video components are available for some lessons.
- The online platform has review games as well as vocabulary activities for every unit.

Career Readiness, Life Literacies, & Key Skills

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.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
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).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Cross Curricular Connections

Comprehension and Collaboration: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Comprehension and Collaboration: CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

● Language Arts

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a subject area. (reading)
- Draw on information from print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (reading)

● Social Justice / Social Emotional Learning

- Recognize physical and cultural traits of their local area and of the United States.
- Communicate clearly and effectively.

21st Century Life and Career Ready Practices

WRJ,9.25.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

WRK.9.2.8.CAP.16 Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills

WRK.K.-12. P.3 Consider the environmental, social and economic impacts of decisions.

WRK.K-12. P.4 Demonstrate creativity and innovation

WRK.K-12 P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP7 Employ valid and reliable research strategies.

CRP.K-12.CRP11 Use technology to enhance productivity.

Strategies for Differentiating Instruction (At Risk, Special Education, 504, ELL)

- Chunk larger assignments into more manageable parts
- "Give One, Get One"
- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Allow students to work cooperatively
- Audio supports
- Extend pacing of lessons
- Interactive notebooks
- Provide copy of class notes as needed
- Provide graphic organizers
- Provide study guides as needed
- Provide word bank for vocabulary assessments
- Small group instruction/Centers
- Utilize visual aids such as pictures, timelines, artifacts, etc

Strategies for Enrichment (G & T)

- Educational Games
- Level Up Challenges

- Peer Model
- Project Based Learning Assignments
- Small Group Instruction
- Use of A.I. platforms such as Chat GPT or Magic School to create boards
- Use of Canva to create digital media for projects
- Use of mini projects focused on topic at hand
- Use of multi-sensory activities