

BRSU Social Studies Curriculum

Unit Title:	American Colonies
Grade:	5
Pacing Guide:	15 – 20 days

Enduring Understandings:

- ▶ People migrate to new locations because they seek political, religious, cultural, or economic change. These new locations can pose unique challenges to newcomers.
- ▶ When cultures collide, there can be destruction and/or assimilation.
- ▶ Governments colonize places in order to gain control of resources and increase their power.

Essential Questions:

What factors cause people to leave their homelands?

Focusing questions:

- a. Why were European nations competing to control the economic and geographic resources of the New World?
- b. Why were the different American colonies first settled?

When cultures collide, what factors results in the destruction of one culture? What factors result in the assimilation of one culture?

Focusing questions:

- a. How did the arrival of colonists affect the native cultures of North America?
- b. What unique regional challenges confronted the southern, middle, and New England colonies?
- c. What were the political, religious, cultural, economic, and geographic characteristics of the three colonial regions?

How did the French and Indian War impact colonies? What were the future results? What roles do individuals and governments have in determining whether a culture is assimilated or destroyed?

Focusing questions:

- a. Were Native American people treated fairly by European colonists?

How does geography help determine lifestyle?

Grade Expectations:

H&SS5-6:5	<p style="text-align: center;">Inquiry</p> <p>Students develop reasonable explanations that support the research statement by...</p> <ul style="list-style-type: none">• Organizing and displaying information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters, <u>timelines</u>, <u>models</u>, <u>simulations</u>, and/or <u>dramatizations</u>.
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<p>H&SS 5-6:11</p>	<p>Physical and Cultural Geography</p>
<p>H&SS5- 6:13</p>	<p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying and using basic elements of a map. • Using grid systems to locate places on maps and globes (e.g., longitude and latitude). <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location).i
<p>H&SS5- 6:18</p>	<p>Economics</p>
	<p>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Describing the causes and effects of economic activities on the environment <u>in the U.S.</u> (e.g., examining why ski areas make snow and the effects of snowmaking on the environment). i

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • Where the 13 original colonies are on a map; regional characteristics • Reasons people migrated to the New World • Motivating factors behind the formation of colonies • How French and British colonists interacted with Native Americans • The importance of the French and Indian War 	<ul style="list-style-type: none"> • Locate the 13 colonies on a map; identify regional characteristics • Identify political, religious, cultural, or economic motivations for settlement • Identify motivating factors behind formation of colonies • Give specific examples of the interactions between Native Americans and French and British colonists • Tell why the French and British fought

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none">• Design a map or model of a specific colony with key geographic characteristics• Presentation (Power Point or similar) showing the political, religious, cultural and economic characteristics of a region and analyzing the impact of these characteristics on colonists' way of life.• Reading notes, quizzes and tests based on assigned readings from textbooks.	<ul style="list-style-type: none">• Students will design accurate map of colony including waterways, mountains and boundaries.• Presentation will reference all 4 characteristics and will effectively analyze their impact on colonists' way of life.• Reading notes will reflect that student understands the particular reading strategy in use as well as key content. Quizzes and tests will reflect a passing grade.

Suggested Learning Experiences:

- ▶ Read a variety of fiction and non-fiction texts (see resources).
- ▶ Examine primary sources
- ▶ Examine historical maps, physical and political
- ▶ Living history encampment – Possible Inquiry Activity
- ▶ Stage a town meeting: Go to <http://www.eduplace.com/ss/act/meeting.html> for a nice script of how to run a town meeting. Possible topics could include – relations with Native American neighbors and how and what to trade, stage a meeting between the Wampanoag tribe and the settlers in Plymouth to provide protection from other groups, a meeting to decide who elect for Governor. - Possible Inquiry Activity: What were the major issues facing settling colonists as they established new colonies and governing bodies? How can we use our learning and primary sources to investigate how the colonists established order within their settlements?
- ▶ Colonial House: Myth-Conceptions Go to: <http://www.pbs.org/wnet/colonialhouse/teachers.html>
- ▶ Re-enactors visit the classroom and demonstrate colonial life
- ▶ Virtual field trip to Jamestown: www.virtualjamestown.org
- ▶ Students create a scrapbook depicting life in the colonies
- ▶ Colony timeline
- ▶ Colonial biography

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Puritans • Pilgrims • Native • Colony • Colonist • Settlement • Indentured servant • Territories • Government • Slavery • Colonization • Culture • Independence • Religious differences • 4 major groups in North America – English, French, Spanish, Indians – set the stage for future conflict • Early forms of government • Different ways of life – laid the foundation for sectional differences and disagreement about government structure • Intolerance • How/why Europeans came to North America 	<ul style="list-style-type: none"> • United Streaming • Cobblestone • Kids Discover magazine • Dear America series • History of US • Colonial Williamsburg http://www.history.org/ • <u>The New Americans: Maestro, Betsy and Giulio</u> (Harper Collins Publishers, 1998) • <u>Struggle for a Continent: The French and Indian Wars: Maestro, Betsy and Giulio</u> (Harper Collins Publishers, 1998) • <u>History Alive</u> Chapters 6, 7 and 9

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Unit Title:	A Time for Independence
Grade:	5
Pacing Guide:	10 – 15 days

Enduring Understandings:

- ▶ Independence – people in America were not always independent of outside influence/government.
- ▶ The United States is a country born through revolution.
- ▶ Revolution means change, but not necessarily war.

Essential Questions:

What were the struggles that the colonists went through to become an independent nation?

Focusing questions:

- a. What significant ideas and values were at the heart of the American Revolution?
- b. What was France's role in American gaining independence?
- c. How did the colonists perceive the Intolerable Acts?

Why did some colonists support the push for independence, while others wished to remain loyal to England?

Focusing questions:

- a. Were those who fought for independence heroes or terrorists? Why?

Grade Expectations:

Inquiry	
H&SS 5-6: 2	Students develop a hypothesis, thesis, or research statement by... <ul style="list-style-type: none">• Using prior knowledge, <u>relevant questions, and facts</u> to develop a prediction and/or propose an explanation or solution.
H&SS 5-6: 4	Students conduct research by... <ul style="list-style-type: none">• Referring to and following a plan for an inquiry.

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H&SS5-6:17	<p>Government and Society</p> <p>Students examine how access to various institutions affects justice, reward, and power by... Describing how different groups gain or have been denied access to various institutions, and exploring alternative ways of getting access (e.g., Women's right to vote, access for disabled, petition).</p>
H&SS5-6:19	<p>Economics</p> <p>Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> • Explaining the relationship between taxation and governmental goods and services <u>in the U.S.</u> (e.g., given data, students create a pie chart of budget allocations).

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • That the US was once part of the massive British Empire; American independence was when the colonies broke away from Great Britain • The steps to the American Revolution (Stamp Act, Proclamation of 1763...) • Taxation without representation • Why colonies declared independence • Role of foreign governments during the American Revolution • The colonists were divided in their opinions about breaking from Great Britain 	<ul style="list-style-type: none"> • Explain why the colonists wanted to break from Britain. • Explain problems that arose as a result of taxation without representation • Explain why Britain taxed the colonists • Explain the main arguments made for independence. • Describe the contributions of foreign governments to the outcome of the American Revolution • Define Tory, Loyalist, Patriots, Whig

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Debate: Students support arguments for or against independence • Report: Causes of the Revolution, Heroes or Terrorists of the Revolution, Major battles of the Revolution. • Acts about Acts: students write and perform skits about different Acts (e.g., Stamp Act, Sugar Act) 	<ul style="list-style-type: none"> • Students have at least two historically accurate arguments either for or against the revolution. • Students form an appropriate thesis and relevant details that support their thesis. • Students write and perform a historically accurate play about one of the Acts that the British imposed on the colonists.

Suggested Learning Experiences:

- ▶ Support or disprove the statement “Revolutionaries are terrorists” through a constructed response (e.g., Sam Adams was a terrorist); “The American Revolution should really be called the American Insurrection”
- ▶ Primary source reading/viewing of artwork - e.g. The Preamble to the Declaration of Independence OR break the preamble into sections and have children illustrate a different section (a good book to use is The Declaration of Independence: Words that Made America by Sam Fink; compare 2 different versions of Butcher’s Hall (Boston Massacre)
- ▶ Simulation – what to do when invaded. Possible Inquiry Activity.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Representative government • Taxation • Tory • Loyalist • Whig • Minutemen • Patriot • Revolution • Lobsterback • Rebel • Disobedience • Boycott 	<ul style="list-style-type: none"> • <u>My Brother Sam is Dead</u> by Collier & Collier • <u>Guns for General Washington</u> by Seymour Reite • <u>Riddle of Penncroft Farm</u> by Dorothea Jensen available from Amazon.com • United Streaming videos: http://www.unitedstreaming.com for videos of the American Revolution; includes some from <i>Dear America</i> • History Channel: American Revolution • Hubbardton Battlefield State Historic Site http://www.historicvermont.org/hubbardton/

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Terms/concepts	Resources
<ul style="list-style-type: none">• Taxation without representation• Parliament• Monarchy• Sugar Act• Stamp Act• Intolerable Acts• Yorktown• Saratoga• Proclamation of 1763• Independence• Hessians	<ul style="list-style-type: none">• Mt. Independence State Historic Site http://www.historicvermont.org/mountindependence/• Fort Ticonderoga http://www.fort-ticonderoga.org/• <u>Captive of Pittsford Ridge</u> by Janice Oveckka• <u>Fighting Ground</u> by Avi• <u>History Alive</u> Chapters 10, 11, 12, 13• <u>The Declaration of Independence: Words that Made America</u> by Sam Fink

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Unit Title:	Forming a Government
Grade:	5
Pacing Guide:	10 – 15 days

Enduring Understandings:

- ▶ Citizen participation in government was essential in forming this nation’s democracy and is vital in sustaining it.
- ▶ The Constitution provides a framework for the U.S. government.
- ▶ The Constitution is a living organism (along with the Bill of Rights) that changes as the needs of the people change.
- ▶ The U.S. Government is a three-branch system with checks and balances between the three.

Essential Questions:

In what ways is the Constitution relevant to Americans today?

Focusing questions:

- a. What was the significance of Constitutional Convention?
- b. What is the basic structure of the U.S. government?

Why did the framers write a Constitution?

Focusing questions:

- a. What freedoms are guaranteed under the Bill of Rights?

What is the importance of citizen participation in government?

Focusing questions:

- a. In what ways can Americans participate in their own government?
- b. What are examples of citizen participation in local, state and federal government?

Grade Expectations:

H&SS 5-6:5	Inquiry Students develop reasonable explanations that support the research statement by... <ul style="list-style-type: none">• Using appropriate methods for interpreting information, such as comparing and contrasting, <u>summarizing, illustrating, sequencing, and/or justifying</u> (e.g., identifying ethnic or cultural perspectives missing from a historical account).
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<p>H&SS 5-6:8</p>	<p>History</p>
<p>H&SS 5-6:10</p>	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> Investigating how events, people, and ideas have shaped <u>the United States and/or the world</u>; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?). i <p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> Identifying an important event in <u>the United States and/or world</u>, and describing <u>multiple causes and effects of that event</u>.
<p>H&SS 5-6:14</p>	<p>Government and Society</p>
<p>H&SS 5-6:15</p>	<p>Students act as citizens by...</p> <ul style="list-style-type: none"> Describing and defining the rights, principles, and responsibilities of citizenship in the U.S. (e.g., the right to vote and the responsibility to obey the law). <p>Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution).

Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> What the Constitutional Convention was. What a bicameral legislature is. What the 3 branches of government are. What are the functions and limitations on each branch are. What an amendment is. What role debate and compromise played in forming our government. The ways in which citizens participate in U.S. Government. 	<ul style="list-style-type: none"> Demonstrate empathy and understanding for the framers' process. Describe how each house is pertinent to the functioning of the government. Explain the purpose of each branch of government. Explain the impact of amendments on American citizens. Debate with one another. Students will write a persuasive essay arguing the reasons for or against the Constitution.

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none">• Students will write an amendment to the U.S. Constitution, focusing on a current issue.• Classroom debate focusing on an issue that the framers struggled with.• Persuasive Essay: Is the Constitution relevant to American citizens today, why or why not?• Label a flow chart of the branches of government.	<ul style="list-style-type: none">• Students will write an amendment with a focus on a current issue.• Class debates one issue of the convention.• Students create and publish a persuasive essay.• Correctly label a flow chart.

Suggested Learning Experiences:

- ▶ Debate: teach kids how to debate, how to form an argument and rebuttal. Give students information about issues that are pertinent to 5th graders (ex: extra homework vs. no homework). Give them time to think of reasons to support their arguments. Review simplified debate structure with students. Using relevant info and debate procedures, hold mock debate in class. Possible Inquiry Activity
- ▶ Have students illustrate one of the amendments in the Bill of Rights. Read the amendment, draw a picture, and write one or two sentence caption to go along with the illustration.
- ▶ Have students monitor current events to locate stories related to 3 branches of government and/or current Bill of Rights issues. *Time for Kids* or newspapers are good materials to use. What are current and historic tests of these freedoms? Link to current events. Possible Inquiry Activity
- ▶ To illustrate the large state v. small state debates divide the class into two groups (boys and girls, long hair and short hair, eye color...). Have class decide the number of votes each group will receive in future class decision making. If the sides are unequal in number, how can they come up with a fair process? Possible Inquiry Activity
- ▶ Invite guest speakers to explain government. For example, the Vermont Legislator in the Classroom program at <http://www.leg.state.vt.us/CivicEd/>.

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Terms/concepts	Resources
<ul style="list-style-type: none">• Constitution• Bicameral• Federalist• Anti-federalist• Debate• Ratify• Compromise• Legislature• Legislator• Democracy• Republic• New Jersey Plan• Virginia Plan• Connecticut Compromise• Delegates• Representation• Executive• Legislative• Judicial• Amendment• Three-fifths Compromise	<ul style="list-style-type: none">• www.teachingamericanhistory.org• http://bensguide.gpo.gov/• <u>Shh...We're Writing the Constitution</u> by Jean Fritz• Video from United Streaming: Shaping the New Nation www.unitedstreaming.com/• <u>History Alive</u> Chapters 14 & 15

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Unit Title:	Slavery in America
Grade:	5
Pacing Guide:	5-10 days

Enduring Understandings:

- ▶ Millions of Africans were forced to work in the colonies beginning in the early 1600's, which created a new slave culture. The practice of slavery in America endured for over two centuries.
- ▶ Slaves were used more in agricultural Southern colonies than in industrial Northern colonies, which created distinct regional differences.
- ▶ These regional differences created strife between the north and the south.

Essential Questions: (Topical Questions embedded within Essential Questions)

How did the colonial economy contribute to slave trade?

Focusing questions:

- a. How were slaves imported to America?
- b. What did America export in return for slaves? (Triangular Trade)

How were enslaved Africans treated in the colonies?

Focusing questions:

- a. Were slaves seen as property or people?

What geographic and economic factors led to the slave trade?

Focusing questions:

- a. How was the Triangular Trade Route important to North America?

Grade Expectations:

Physical and Cultural Geography	
H&SS 5-6:12	Students show understanding of human interaction with the environment over time by... <ul style="list-style-type: none">• <u>Identifying</u> different viewpoints regarding resource use <u>in the U.S. and world</u> (e.g., Interview the owner of a hybrid or electric vehicle.). i• Recognizing patterns of voluntary and involuntary migration <u>in the U.S. and world</u>.
H&SS 5-6:13	Students analyze how and why cultures continue and change over time by... <ul style="list-style-type: none">• Identifying expressions of culture in the U.S., <u>and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs</u> (e.g., investigating cultural expressions of the Harlem Renaissance). i

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H&SS 5-6:18	Economics
<p>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Tracing the production, distribution, and consumption of goods <u>in the U.S.</u> (e.g., creating a map showing the flow of oil to and from the U.S.; creating a map depicting the African slave trade). i • Examining how producers <u>in the U.S.</u> have used natural, human, and capital resources to produce goods and <u>services and describing long-term effects of these uses</u> (e.g., What long-term effects did the growth of tobacco in the Chesapeake Bay area have on humans?). i 	

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The routes and goods involved in the Triangular trade. • There were different types (house slave, field slave...) of slaves, and slave communities. • Slavery was practiced prior to the colonial era. • The economies of the North and the South were based on different needs. 	<ul style="list-style-type: none"> • Draw a triangle that shows the direction in which slaves and goods were transported between the Americas, Africa, Europe, and the West Indies. • Students will be able to tell the difference between a house and field slave, and will know the difference between an authoritative and a self-governing slave community. • Based on geographic characteristics students will identify the different labor needs of the North and the South.

Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • End of unit test from <u>History Alive</u>, Chapter 8. • An accurately labeled map showing the Triangular Trade and the items that were traded. • Write a narrative as either a field or a house slave. The narrative should include 2-3 of the following: <ul style="list-style-type: none"> - spiritual experience - religious practices - family situation - living conditions - personal health 	<ul style="list-style-type: none"> • Students successfully complete Chapter 8 test. • Student map identifies 3 major regions involved in Triangular Slave Trade, as well as the goods imported and exported from each region. • Student narrative meets the standard on Grade 5 Narrative Elements and GUM rubric, as well as includes elements that accurately address the spiritual, religious, familial, health and living aspects that characterized slave life in early American history.

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Suggested Learning Experiences:

- ▶ **INQUIRY:** Have students assume the identity of a slave in the Colonial Era through the use of primary sources (slave diaries, narratives, etc). Compare and contrast issue of slavery and slave conditions during each era.
- ▶ Explore the diverse relationships between slaves and owners through examination of primary sources – narratives, texts, photos, and propaganda.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Plantation • Triangular trade • Atlantic slave trade • Auction • Slave • Overseer/slave holder • Economy • Market • Region • Middle passage • Diaspora • Abolitionists • Folktales • Spirituals • Underground Railroad • Rebellion • Free blacks • Indentured servant • House slaves • Field slaves • Fugitive 	<ul style="list-style-type: none"> • http://www.pbs.org/wnet/slavery/ (Slavery narratives available) • http://www.spartacus.schoolnet.co.uk/USAslavery.htm • http://www.pbs.org/wgbh/aia/home.html • Folk tales and spirituals • Various slave narratives • Interact simulation unit: <i>Slavery</i> – www.interact.com (Great source for slave narratives) • David Adler picture books: <u><i>A Picture Book of Harriet Tubman</i></u>; <u><i>A Picture Book of Frederick Douglass</i></u> • Virginia Hamilton Books: <u><i>Many Thousand Gone</i></u>; <u><i>The Defeat and Triumph of a Fugitive Slave</i></u>; <u><i>The House of Dies Drear</i></u> • Music Connections: “Go Down Moses”, “Follow the Drinking Gourd”, “No More Auction Block for Me”, “Better Times are Coming” • <u><i>History Alive</i> Chapter 8</u>

NOTE: This unit is intentionally placed before Manifest Destiny in order to compare the treatment of Native Americans and African Americans in early American History (including Growth of a Nation Unit). It is intended for this unit to also bridge a connection between slavery in colonial times and the concept of slavery as it applies to the Civil War era.

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Unit Title:	Growth of a Nation (Manifest Destiny)
Grade:	5
Pacing Guide:	10 – 15 days

Enduring Understandings:

- ▶ Manifest Destiny was the driving force behind Westward Expansion.
- ▶ Due to a perceived need for land, Americans were willing to displace and persecute the American Indians. Americans also pushed westward in the early to mid-1800's despite economic, physical and familial hardships.
- ▶ Diverse groups of people were drawn westward by political, social, and economic motivations.

Essential Questions:

How did American expansion lead to conflict between different groups?

Focusing questions:

- a. How was the frontier a forum for cultural interaction?
- b. How did American culture change as a result of Westward Expansion?
- c. How did the rights of Americans (including voting rights) lead to the expansion of democracy?

What were the repercussions of Westward Expansion for Native groups?

Focusing questions:

- a. Which Native groups were displaced or discriminated against as a result of Westward Expansion?
- b. How did relationships between Americans and Native Americans change as America pushed westward?

What was the importance of the West to Americans?

Focusing questions:

- a. What were the different acquisitions of Westward Expansion? How did their unique characteristics appeal to certain groups?
- b. What were the geographic characteristics of Westward Expansion?
Demographic?
- c. What entrepreneurial and industrial advances led to Westward Expansion?

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Grade Expectations:

H&SS 5-6: 9	History
	<p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • <u>Identifying multiple perspectives in historic and current events</u> (e.g., How might one of Santa Anna's soldiers describe the events at the Alamo? How might an American soldier describe the same events?). i • <u>Identifying attitudes, values, and behaviors of people in different historical contexts</u> (e.g., What values justified denying women the vote?). i
H&SS 5-6: 12	Physical and Cultural Geography
	<p>Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • <u>Identifying different viewpoints regarding resource use in the U.S. and world</u> (e.g., Interview the owner of a hybrid or electric vehicle.). i
H&SS 5-6: 20	Economics
	<p>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • <u>Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem</u> (e.g., what were the opportunity costs of westward migration?). i

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The United States gained land by systematically taking control of specific territories. • The Mexicans and the Native Americans paid a price for the expansion of the new nation. • Manifest Destiny was the driving force behind the migration westward. • There were economic, cultural, religious, and geographic reasons that motivated people to migrate westward. 	<ul style="list-style-type: none"> • Use graphic organizers to show the different territories acquisitioned. • Describe the effects of land acquisition had on the people involved (History Alive notes lesson 16). • Describe what Manifest Destiny was. • Explain the relationship between the need for land and the specific reasons that drew people westward.

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Reading notes, quizzes and tests based on assigned readings from textbooks. • Graphic Organizer describing the diverse cultural groups present in the West, and their motivations for migrating to (or remaining in) the west. • Student-created cause/effect flow chart which shows the causes of westward expansion and the effects upon all cultural groups involved. 	<ul style="list-style-type: none"> • Reading notes will reflect that student understands the particular reading strategy in use as well as key content. Quizzes and tests will reflect a passing grade. • See Lesson Guide 17 Reading Notes for appropriate student responses. • Student flow chart demonstrates gains made by American pioneers during Westward expansion, as well as hardships faced. Flow chart also demonstrates how Westward Expansion affected groups such as the Mormons, Mexicanos, Nez Perce and other Native Americans, and Chinese Immigrants.

Suggested Learning Experiences:

- ▶ Mapping of the territorial acquisitions of the United States between 1803 and 1853 – labeled as purchases, annexations, acquisitions and cessions. Discuss the reasons and repercussions of each acquisition specific to its circumstances.
- ▶ Simulated panel discussion with students assuming roles of some of the diverse peoples of the West, discussing issues pertinent to Westward Expansion.
- ▶ Trail of Tears re-enactment/exploration
- ▶ Trail of Tears debate – class split into groups of Native People vs. Government Officials – pose arguments as to why your group should be granted or retain possession of a specific territory.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Territories • Manifest Destiny • Annex, Purchase, Acquisition • Expedition • Reservation • Boundary 	<ul style="list-style-type: none"> • History Alive Chapters 16 & 17 • History of US – Book 4: The New Nation • Cobblestone – Westward Expansion I & II • United Streaming – Growth of a Nation • www.pbs.org/weta/thewest/lesson_plans • www.smithsonian.edu - Lesson Plans: Establishing Borders: The Expiation of the United States

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Terms/concepts	Resources
<ul style="list-style-type: none">• Cession• Ceding• Pioneers• Chinese immigrants• Mormons• Forty-Niners• Mexicanos• Nez-Perce• Claims• Trans Continental• Missionaries• Indian Removal Act• Treaty• Revolt• Prospect/Prospector	<ul style="list-style-type: none">• www.scholastic.com - Our America: Westward Expansion• <u>Only the Names Remain: The Cherokees and The Trail of Tears</u> by Alex Beaker & Kristina Rodanas• <u>Soft Rain: A Story of the Cherokee Trail of Tears</u> by Cornelia Cornelissen• <u>The Cherokee</u> – Watts Library (other <u>Indians of the Americas</u> titles available)

BRSU Social Studies Curriculum

Unit Title:	Civil War and Reconstruction
Grade:	5
Pacing Guide:	15 – 20 days

Enduring Understandings:

- ▶ The economy of the United States grew in rapid and diverse ways in the 19th century, which created conflicting views concerning the use of resources and labor.
- ▶ Slavery was a major contributing factor to the Civil War.
- ▶ Political, philosophical, economic, and religious differences can lead to governmental strife.
- ▶ After war it is necessary to rebuild, during this process fault may be found, others will be blamed, but ultimately the devastated areas need to be rebuilt.

Essential Questions:

What were the key elements that led/contributed to the divide between the North and the South?

Focusing questions:

- a. What were the different political, economic, religious and cultural opportunities in the North and the South, and how were they different and the same?
- b. How did industry play a part in the Civil War?
- c. What role did Abraham Lincoln play in the Civil War?
- d. How did slavery play a role in the Civil War?
- e. What was the Underground Railroad? What led to the development of the Underground Railroad and how did it contribute to the strife between the North and the South?
- f. How did differences in political, philosophical, economic, and religious beliefs lead to the American Civil War?
- g. What is the cause of conflict? Why do people disagree? Families, communities, political factions, etc.
- h. What were the major differences that distinguished the Confederacy from the Union?

How did the American Civil War change the way Americans thought about and interacted with each other?

Focusing questions:

- a. What were the impacts on family life?
- b. What were the impacts on the economies of each region?
- c. What were the political impacts?

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What specific issues did the North and South need to resolve in order for reconstruction to begin?

Focusing question:

- a. After a major disagreement, how do opposing groups resolve conflicts in order to move forward as a cohesive unit?

Grade Expectations:

H&SS 5-6:3	Inquiry
	<p>Students design research by...</p> <ul style="list-style-type: none"> • Identifying <u>the quality and quantity of information needed</u> including primary and secondary sources. • Identifying <u>tools, tasks, and procedures</u> needed for conducting an inquiry, including a plan for citing sources. • Determining possible ways to present data (e.g., Power-Point, hypercard, report, graph, etc.).
H&SS 5-6:9	History
	<p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • <u>Identifying multiple perspectives in historic and current events</u> (e.g., How might one of Santa Anna's soldiers describe the events at the Alamo? How might an American soldier describe the same events?). i • <u>Identifying attitudes, values, and behaviors of people in different historical contexts</u> (e.g., What values justified denying women the vote?). i

Essential Learning: Students will...

know:	be able to:
<ul style="list-style-type: none"> • Slavery was not the singular cause of the Civil War. • Students will know the philosophical and demographic differences between the Union and Confederacy. • The nation faced many problems in rebuilding the Union. • As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild. 	<ul style="list-style-type: none"> • Students will identify the economic, religious, cultural and political differences between the North and South. • Students will create a Venn Diagram showing the similarities and differences between the Union and Confederacy • Define the 13th, 14th, 15th Amendments, Ten Percent Plan, and the purpose of the Freedmen's Bureau. • Articulate how Black Codes affected African Americans post-war.

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Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • History Alive Unit Tests, Chapters 18 & 19 • Venn Diagram of Union/Confederacy similarities and differences • PowerPoint presentation detailing the religious, political, economic, and cultural distinctions of the North and South prior to the Civil War. • Writing prompt (Constructed Response): What were two problems faced by Americans during Reconstruction? How did the North and South come together to resolve those issues? 	<ul style="list-style-type: none"> • Successful performance on History Alive Unit Tests, Chapters 18 & 19 • Venn Diagram of Union/Confederacy similarities and difference – accurately describe one similarity and difference between the North and South in terms of the politics, economics, religion and cultural climate of each region. • Student creates a six-slide PowerPoint presentation with an introduction and conclusion slide, as well as one slide each discussion the religious, political, economic, and cultural distinctions of the North and South prior to the Civil War. • Writing prompt (Constructed Response): What were two problems faced by Americans during Reconstruction? How did the North and South come together to resolve those issues?

Suggested Learning Experiences:

- ▶ Mapping of the Underground Railroad
- ▶ Comparison: Underground Railroad/ Regular Railroad using a T-chart
- ▶ OR role-playing slave and bounty hunter relationship with switching of roles.
- ▶ Possible Inquiry Activity: Look at the Civil War as a five-year war – highlight major events of each year on a bulletin board. What key event(s) defined each year of the Civil War? Why were these events so important?
- ▶ Possible Inquiry Activity: Students can simulate a real-life conflict and choose sides for debate.
- ▶ Possible Inquiry Activity: pose possible solutions to the conflict being discussed, test solutions and debate their successes or failures.

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Civil War • North and South • Immigrants • Union • Confederacy • Abolitionist • Succession • Slavery • Emancipation Proclamation • Gettysburg • Grant • Lee • Reconstruction • Grant's tomb • Dred Scott • Draft or conscription • Border state • Rebel, Butternut, Grayback, Johnny Reb, Reb • Yank • The Blue, Federals • Billy Yank • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • Jim Crow laws • Ku Klux Klan • Segregation • Sharecropping • Compromise • Draft • Ten Percent Plan • Black Codes 	<ul style="list-style-type: none"> • http://www.sonofthesouth.net/leefoundation/ConfederatesAmerica.htm • http://www.socialstudiesforkids.com/subjects/civilwar.htm • <u>Magic Tree House: Civil War on Sunday</u> • Print or media version of <i>Follow the Drinking Gourd</i> • Maps of the Underground Railroad • Interact simulation unit: <i>The Underground Railroad</i> – www.interact.com • www.unitedstreaming.com video: American Civil War, The: Causes of the War