

Curriculum Unit – Revised 11/8/2014

Name of Course:	5 th Grade Social Studies	Grade Level(s):	5 th Grade
Brief Description (Course Catalog):			
Length of Course (Qtr, Sem or Year):	Year (approx. 18 lessons, 30 minutes per lesson)		

Instructional Unit

Name of Unit/Big Idea:	Conflict	
Brief Description:	Topic: Revolutionary War (Struggling for Independence) Related Concept: Choices, Responsibility	
Length of Course (Days/Weeks):	Quarter 1; 4 episodes- approximately 25 lessons, 30 min per lesson (approx. 5 weeks)	
Essential Questions:	How do our responsibilities affect the choices we make? How do choices you make everyday impact you and those around you? How can the choices of others cause conflicts?	
Content Standards:	16.A.2c, 16.B.2a, 16.B.2b,	
Common Core State ELA or Math Standards:	RI 5.4, RI 5.5, RI 5.6, RI 5.9, RI 5.10, SL5.1	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
Vocabulary: Declaration of Independence, tax, point of view, cause and effect, making inferences, chronological order, current event, politics	<ul style="list-style-type: none"> • Describe how the United States developed politically. (SS 16.B.2a) • Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. (SS 16.A.2c) • Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin. (SS 16.B.2b) • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI 5.4) • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI 5.5) • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI 5.9) • Read and comprehend grade level informational texts. (RI 5.10) • Engage effectively in a range of collaborative discussions. (SL 5.1) • Explain why American colonists were protesting. • Develop a position statement. • Compare and contrast a current event to an historical event. 	<p>Resources</p> <ul style="list-style-type: none"> • StoryPath: The Struggle for Independence • Google Maps- to compare historic map with present day map of Boston. • <i>George vs. George</i> by Rosalyn Schanzer-picture book • Portfolio Response- “Struggle for Independence” pg. 75 <p>Possible Assessments:</p> <ul style="list-style-type: none"> • Develop a Prezi showing the significance of a specific person or event in the Revolutionary War. • Monthly current event: discuss how current event relates to what is discussed in StoryPath • “For Crown or Colony” Simulation- www.mission-us.org

Instructional Unit - Revised 11/8/2014

Name of Unit/Big Idea:	Conflict	
Brief Description:	Topic: Revolutionary War (Struggling for Independence) Related Concept: Interpretation	
Length of Course (Days/Weeks):	Quarter 2; 4 episodes- approximately 25 lessons, 30 min per lesson (approx. 5 weeks)	
Essential Questions:	How would you feel if a conflict disrupted your way of life? How does a person's point of view affect how they react to conflict?	
Content Standards:	14.C.2, 14.F.2	
Common Core State ELA or Math Standards:	RI.5.1, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.9, RI 5.10, W5.1, W5.2, W5.4, W5.6, W5.7, SL5.1, SL 5.5	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<p>Vocabulary: Chronological order, fact and opinion, bias, cost, benefit</p>	<ul style="list-style-type: none"> • Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law). (SS 14.C.2) • Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices. (SS 14.F.2) • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI 5.1) • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an historical, scientific, or technical text based on specific information in the text. (RI 5.3) • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI 5.4) • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI 5.5) • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI 5.9) • Read and comprehend grade level informational texts. (RI 5.10) • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 5.1) • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W 5.4) • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with support. (W 5.6) • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W 5.7) • Engage effectively in a range of collaborative discussions. (SL 5.1) • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL 5.5) 	<p>Resources</p> <ul style="list-style-type: none"> • Library of Congress website www.loc.gov – for primary sources • Analysis of a Current Event- Struggle for Independence pg. 75 • “For Crown or Colony” Simulation- www.mission-us.org <p>Assessment</p> <ul style="list-style-type: none"> • Point of View Time line – Points of view are recorded above and below the line timeline (use Prezi or other digital storytelling, see Haiku for example)

Instructional Unit - Revised 11/8/2014

Name of Unit/Big Idea:	Conflict	
Brief Description:	Topic: Civil War (Nation Divided) Related Concepts: Responsibility, Change	
Length of Course (Days/Weeks):	Quarter 3; Episodes 1, *2, and 4 - 30 min per lesson (approx. 4 ½ weeks)	
Essential Questions:	What is the relationship between freedom and responsibility? How does conflict lead to change? How do citizens lead to change?	
Content Standards:	16.D.2c	
Common Core State ELA or Math Standards:	RI 5.4, RI 5.5, RI 5.6, RI 5.9, RI 5.10, W5.1, SL5.1	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
Vocabulary: Civic responsibility, discrimination, individual liberty, protest, racial group, tolerance, civil rights, freedom, secession , suffrage	<ul style="list-style-type: none"> Describe the influence of key individuals and groups, including Elizabeth Cady Stanton/suffrage and Frederick Douglass/civil rights, in the historical eras of Illinois and the United States. (SS 16.D.2) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. (RI 5.4) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI 5.5) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI 5.9) Read and comprehend grade level informational texts. (RI 5.10) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 5.1) Engage effectively in a range of collaborative discussions. (SL 5.1) 	<p>Resources:</p> <ul style="list-style-type: none"> <i>You Wouldn't Want to be a Civil War Soldier</i> by Thomas Ratliff <i>You Wouldn't Want to be a Civil War Nurse</i> by Kathryn Senior <i>Bull Run</i> by Paul Fleischman <i>Pink and Say</i> by Patricia Polacco Monthly current event: discuss how current event relates to what is discussed in StoryPath "Flight to Freedom" - Slavery Simulation www.mission-us.org <p>Assessments:</p> <ul style="list-style-type: none"> Create a photo album- pg. 77 in <i>A Nation Divided</i>

Nation Divided, Episode 2: Teacher Tip...

Rather than spending one instructional period on creating families, teachers pass out a card with biographical information on a predetermined family. Students can use this information to assume roles in the family. **(Additionally, do not do episode 3)**

Instructional Unit - Revised 11/8/2014

Name of Unit/Big Idea:	Conflict	
Brief Description:	Topic: Civil War, Slavery Interpretation	
Length of Course (Days/Weeks):	Quarter 3; Episodes 5, 6, 7 - 30 min per lesson (approx. 4 ½ weeks)	
Essential Questions:	How does conflict lead to change? How do the liberties of a specific population affect the whole?	
Content Standards:	16.C.2a	
Common Core State ELA or Math Standards:	RI 5.2, RI 5.4, RI 5.6, RI 5.7, RI 5.9, W5.3, W5.4, SL5.1, SL 5.6	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
Vocabulary: , slave, emancipation, main idea, primary sources	<ul style="list-style-type: none"> • Describe how slavery and indentured servitude influenced the early economy of the United States. (SS 16.C.2a [US]) • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI 5.2) • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI 5.4) • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI 5.6) • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI 5.7) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI 5.9) • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W 5.3) • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W 5.4) • Engage effectively in a range of collaborative discussions. (SL 5.1) • Adapt speech to a variety of context and tasks, using formal English when appropriate to task and situation. (SL 5.6) 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Henry's Freedom Box</i> by Ellen Levine • http://sunsite.utk.edu/civil-war/ • http://www.battlesforchattanooga.com/open.htm • http://www.historyplace.com • "Flight to Freedom" - Slavery Simulation www.mission-us.org • Analysis of a Current Event pg. 77 <i>A Nation Divided</i> <p>Assessments:</p> <ul style="list-style-type: none"> • Letter explaining what life is like as either a Confederate or Union soldier

Nation Divided, Teacher Tip... **Do not do episode 8**