

Fifth Grade Social Studies Curriculum Bundle #10

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| Title | Suggested Dates |
| Civil War to 1899, Part 1 of 2 | March 21 – April 15 (20 days) |



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| Big Idea/Enduring Understanding | Guiding Questions |
| <ul style="list-style-type: none"> • Different opinions about a specific topic can create conflicts within a society. • As geographical regions begin to form their own unique cultural character, conflict can arise. | <ul style="list-style-type: none"> • How would you justify fighting against your own family during a war? • What would you recommend to keep the country together in the future, even as different geographical regions again form their own unique character? |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources (See note above) |
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| <p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25A differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;</p> <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26B incorporate main and supporting ideas in verbal and written communication;</p> <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is</p> | <p>TEACHER NOTE: TEKS 5.25A and 5.26B, D, E are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p><i>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you are effectively meeting both ELA/SLA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously.)</i></p> <p>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied. Examples include letters, diaries, autobiographies, artifacts, newspaper articles, photographs...</p> <p>Secondary sources include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events, but they produce secondary</p> | <p>5th Grade Social Studies Horizons Text Book Pages 437 – Free and Slave States 440 - Dred Scott Decision 444 – Slave economy 446 – Underground Railroad 448 – Abolitionists 454 – Fort Sumter</p> <p>Website • Quilting – Story of the Underground Railroad from National Geo Xpeditions</p> <p>Biographies • Abraham Lincoln from Harcourt School • Abraham Lincoln from Enchanted Learning • Abraham Lincoln (in Spanish) from Harcourt School • Ulysses S. Grant from Harcourt School • Robert E. Lee from Harcourt School • Frederick Douglass from Harcourt School • Harriet Tubman from Harcourt School • Harriet Tubman (in Spanish) from Harcourt School • Madame C. J. Walker from Harcourt School</p> |

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| <p>expected to: 5.26E use standard grammar, spelling, sentence structure, and punctuation.</p> | <p>sources. Examples include encyclopedias, websites which give information on events in the past, textbooks...</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.”</p> | <ul style="list-style-type: none"> • Battle Hymn of the Republic from the Library of Congress • Captain! O Captain! – A poem to honor Lincoln’s death from the Library of Congress <p>Videos</p> <ul style="list-style-type: none"> • BrainPop Civil War • BrainPop Civil War Causes • BrainPop Underground Railroad • BrainPop Slavery <p>United Streaming</p> <ul style="list-style-type: none"> • Search for "American Heroes and Heroines: Abraham Lincoln" • Search for "Civil War" <p>Primary Sources</p> <ul style="list-style-type: none"> • Constitution of the Confederacy • Lincoln's Emancipation Proclamation • Gettysburg Address • Gettysburg Address – Audio files to play <p>Primary Source Documents-Based Questions (DBQ) lessons</p> <ul style="list-style-type: none"> • Cotton Gin • Slavery • Reconstruction <p>Literature</p> <ul style="list-style-type: none"> • A History of US, Book 6: War , Terrible War 1855-1865 by Joy Hakim • A History of US, Book 7: Reconstructing America 1865-1890 by Joy Hakim • By the Great Horn Spoon by Sid Fleischman (California Gold Rush) • Which Way to Freedom by Joyce Hansen (Civil War) • The Blue and the Gray by Eve Bunting (Modern look back at civil war – race relations) • Mr. Lincoln’s Drummer by G. Clifton Wisler (Civil War) • Pink and Say by Patricia Polacco (Civil War) |
| <p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25C organize and interpret information in outlines, reports, databases, and <u>visuals including graphs, charts, timelines, and maps;</u></p> <p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: 5.25F use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> | <p>Students need to create as well as interpret existing visuals including</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p>TEACHER NOTE: The TEKS 5.25C and F integrate automatically. But it might be helpful to explicitly show the students these “real world” math applications.</p> <p>Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p> | |
| <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 5.26A use social studies terminology correctly;</p> | <p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Primary Source • Secondary Source • 13th Amendment • 14th Amendment • 15th Amendment <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social</p> | |

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| | <p>studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p> | <ul style="list-style-type: none"> • <u>Cecil’s Story</u> by George Ella Lyon (Civil War – child at home waiting) • <u>Stonewall</u> by Jean Fritz (Andrew Jackson) • <u>Brown Paper School USKIDS History: Book of the American Civil War</u> by Howard Egger-Bovet and Marlene |
| <p>5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>5.4D describe the causes and effects of the Civil War;</p> | <p>Including:</p> <ul style="list-style-type: none"> • Causes to Include: Individual State’s Rights, especially that of slavery, and the economic conflict of industry in the north versus agriculture in the South. • Effects to Include: abolition of slavery and the 13th, 14th and 15th Amendments. <p>Such As:</p> <ul style="list-style-type: none"> • Causes: Tariffs, abolitionists, sectionalism, and the election of 1860, admittance of New States, Underground Railroad. • Effects: Gettysburg Address, Emancipation Proclamation, Lincoln’s assassination; Reconstruction; telegraph, advances in warfare technology (ironclad ships, submarines, hot-air balloons, guns) | <ul style="list-style-type: none"> • <u>Smith-Baranzine</u> • <u>The Civil War: An Illustrated History</u> by Catherine Clinton • <u>The Scholastic Encyclopedia of the Civil War</u> by Catherine Clinton • <u>The Civil War Catalog</u> Edited by Antony Shaw • <u>Fields of Fury</u> by James M. McPherson (great resource) • <u>The Long Road to Gettysburg</u> by Jim Murphy • <u>A Separate Battle: Women and the Civil War</u> by Ina Chang • <u>A Nation Torn: The Story of How the Civil War Began</u> • By Delia Ray • <u>Sunday in Centreville: The Battle of Bull Run</u> by G. Allen Foster |
| <p>5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>5.4E explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;</p> | <ul style="list-style-type: none"> • 13th – Abolish Slavery • 14th – protect rights of citizens • 15th – granted Black Men the right to vote <p>Teacher Note From Wikipedia: The Thirteenth Amendment to the <u>United States Constitution</u> officially abolished and continues to prohibit <u>slavery</u>, and with limited exceptions, such as those convicted of a crime, prohibits <u>involuntary servitude</u>. Prior to its ratification, slavery remained legal only in <u>Delaware</u> and <u>Kentucky</u>; everywhere else in the USA slaves had been freed by state action and the federal government’s <u>Emancipation Proclamation</u>. <u>Abraham Lincoln</u> (who had issued the Emancipation Proclamation) and others were concerned that the Emancipation Proclamation would be seen as a temporary war measure, and so, besides freeing slaves in those two states where slavery was still legal, they supported the Amendment as a means to guarantee the permanent abolition of slavery. It was followed by the other <u>Reconstruction Amendments</u>, the <u>Fourteenth</u> (intended to protect the civil rights of former slaves) and <u>Fifteenth</u> (which banned racial restrictions on voting).</p> | <ul style="list-style-type: none"> • <u>Civil War</u> (Dorling Kindersley Eyewitness Books) by John Stanchak • <u>If You Lived at the Time of the Civil War</u> by Kay Moore • <u>If You Traveled on the Underground Railroad</u> by Ellen Levine • <u>Stitching Stars: The Story Quilts of Harriet Powers</u> by Mary E. Lyons • <u>Many Thousand Gone: African Americans From Slavery to Freedom</u> by Virginia Hamilton • <u>Follow The Drinking Gourd</u> by Jeanette Winter Good Read-aloud for slavery and Underground Railroad • <u>The River Between Us</u> by Richard Peck • <u>The War Within</u> by Carol Matas Jews in the Civil war • <u>Fires of Jubilee</u> by Alison Hart Really good! • <u>Charley Skedaddle</u> by Patricia Beatty • <u>Across Five Aprils</u> by Irene Hunt • <u>Behind Rebel Lines: The Incredible Story of Emma Edmunds, Civil War Spy</u> by Seymour Reit |

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| <p>5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>5.6A apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</p> | <p>Teacher Note: As you cover the Civil War integrate maps to increase student understanding. Example - Discuss troop movement and locations.</p> <p>Teach skills to include:</p> <ul style="list-style-type: none"> • legends, keys and symbols • map Scale • compass roses <p>Such As:</p> <ul style="list-style-type: none"> • grid systems (coordinate grid) • city maps • latitude/longitude (coordinates) • types of maps (physical, political, historical) | <ul style="list-style-type: none"> • <u>Alice Rose and Sam</u> by Kathryn Lasky • <u>Trouble Don't Last</u> by Shelley Pearsall good boy's book 4.7 level • <u>Once on This River</u> by Sharon Denis Wyeth • <u>Susannah</u> by Janet Hickman (Shakers) • <u>Dear Austin: Letters From the Underground Railroad</u> by Elvira Woodruff good boy's book • <u>Dear Ellen Bee: A Civil War Scrapbook of Two Union Spies</u> by <u>Mary E. Lyons and Muriel M. Branch</u> • <u>Three Against the Tide</u> by D. Anne Love 5.5 • <u>Bigger</u> by Patricia Calvert • <u>Dear America Series</u> • <u>So Far From Home: The Diary of Mary Driscoll, An Irish Mill Girl, Lowell, MA 1847</u> |
| <p>5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>5.6B translate geographic data into a variety of formats such as raw data to graphs and maps.</p> | <p>Creating a Line graph, double bar graph and circle graph to show data such as:</p> <p>populations, farming production, natural resources</p> | <ul style="list-style-type: none"> • <u>Journal of James Edmund Pease, a Civil War Union Soldier, Virginia, 1863</u> • <u>I Thought My Soul Would Rise and Fly: The Diary of Patsy, A Freed Girl, Mars Bluff, SC, 1865</u> • <u>When Will This Cruel War Be Over: The Civil War Diary of Emma Simpson, Gordonsville, VA, 1864</u> • <u>A Light in the Storm: The Civil War Diary of Amelia Martin, Fenwick Island, DE, 1861</u> |
| <p>5.7 Geography. The student understands the concept of regions. The student is expected to:</p> <p>5.7A describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;</p> | <ul style="list-style-type: none"> • Political: free and slave states, Civil War states (Unions and Confederate, "border states") • Population regions:, north/south • Economic: free and slave states, farming and industrial areas. | <ul style="list-style-type: none"> • <u>A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, VA, 1859 (2 Copies)</u> • <u>The Red Badge of Courage</u> by Stephen Crane |
| <p>5.13 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>5.13A explain how supply and demand affects consumers in the United States; and</p> | <p>Teacher Note: This TEK was already addressed, but it plays an important role in the causes of the Civil War and concept should be connected.</p> <p>More companies supplying product produces lower prices for customers</p> <p>Example: demand high/supply low – prices increase; demand low/supply high – prices decrease</p> | <p>Easier Reads</p> <ul style="list-style-type: none"> • <u>Spy in the Sky</u> by Kathleen Karr 3rd grade • <u>Escape South</u> by Kim Siegelson 3rd • <u>Save the Colors: A Civil War Battle Cry</u> by Joanne A.Reisberg 4th • <u>The Powder Monkey</u> by Carole R. Campbell 4th • <u>The Monitor: The Iron Warship that Changed the World</u> by Gare Thompson 3rd • <u>Just a Few Words, Mr. Lincoln: Story of the Gettysburg Address</u> by Jean Fritz 3rd • <u>My America Series</u> 3rd grade level <ul style="list-style-type: none"> ○ <u>My Brother's Keeper: Virginia's Civil War Diary, Book One</u> by Mary Pope Osborne ○ <u>After the Rain: Virginia's Civil War Diary, Book Two</u> by Mary Pope Osborne |
| <p>5.13 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>5.13B evaluate the effects of supply and demand on</p> | <p>Teacher Note: This TEK was already addressed, but it plays an important role in the causes of the Civil War and concept should be connected.</p> <p>Such as: cotton in demand → cotton gin invented →</p> | <ul style="list-style-type: none"> • <u>Willie McClean and the Civil War Surrender</u> by |

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| <p>business, industry, and agriculture, including the plantation system, in the United States.</p> | <p>more cotton produced → more land needed → more slaves to work on land</p> | <p>Candice Ransom 3rd</p> |
| <p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</p> | <p>Teacher Note: This TEK was already addressed, but it plays an important role in the causes of the Civil War and concept should be connected.</p> <ul style="list-style-type: none"> • 13th Amendment – Emancipation Proclamation | <ul style="list-style-type: none"> • <u>Harriet Tubman: A Woman of Courage</u> -- Time For Kids Biographies -- Renee Skelton 3rd-4th • <u>The Secret of Lion's Head</u> by Beverly B. Hall 4th <p>Webquests:</p> <ul style="list-style-type: none"> • Underground Railroad |
| <p>5.17 Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:</p> <p>5.17C distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p> | <ul style="list-style-type: none"> • The constitution delineates specific roles to the national government reserving everything else for the states. • National Government (e.g. military, currency, national laws, foreign trade, postal system) • State Government (e.g. state laws, education) | <p>Connected Tech Activity: Civil War Letters</p> <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p> |
| <p>5.20 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>5.20B identify and compare leadership qualities of national leaders, past and present.</p> | <ul style="list-style-type: none"> • Independent thinkers • risk takers • honesty <p>Such as:</p> <ul style="list-style-type: none"> • Lincoln | <p>“Presidential Scavenger Hunt” (Feb. 2006) from Texas Law-Related Education (Helps teach TEKS 5.20AB, 5.25C and ELA TEKS 5.13DF)</p> <p>“The Bill of Rights—Plain and Simple” PowerPoint Game (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.21, 5.25B, 5.26D)</p> <p>“Constitutional Bingo: By the Number” (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.17, 5.21, 5.26B)</p> |
| <p>5.21 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:</p> <p>5.21D summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.</p> | <p>Teacher Note: This TEK was already addressed, but it plays an important role in the effects of the Civil War and the concept should be connected.</p> <p>Including:</p> <ul style="list-style-type: none"> • Amendment 13th – Emancipation Proclamation • Amendment 15 – States may not prevent someone from voting because of race or color. | <p>“The Bill of Rights—Plain and Simple” PowerPoint Game (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.21, 5.25B, 5.26D)</p> <p>“Constitutional Bingo: By the Number” (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.17, 5.21, 5.26B)</p> |
| <p>5.22 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>5.22A identify significant examples of art, music, and literature from various periods in U.S. history; and</p> | <p>Examples:</p> <ul style="list-style-type: none"> • Art: Washington Crossing the Delaware, Signing of the Constitution and Signing of the Declaration of Independence. • Music: National Anthem, America the Beautiful and Battle Hymn of the Republic • Literature: Common Sense, Lewis and Clark’s Journals | |