



Fifth Grade Social Studies Curriculum Bundle #8

| | | |
|--|---|---|
| Title: Growth of the Nation, Part 1 of 2 |   | Suggested Dates Jan. 31 – Feb. 18 (14.5 days) |
|--|---|---|

| Big Idea/Enduring Understanding | Guiding Questions |
|--|---|
| <ul style="list-style-type: none"> • As populations grow, expansion of territories can occur. • Different cultures, at different times in history, have held different opinions about the ownership of land. | <ul style="list-style-type: none"> • How will overpopulation in the future be handled if there is no more land to expand into? • How has the idea of ownership of land changed over time? |

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) |
|---|--|--|
| <p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>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"> • Territorial Expansion <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p> | <p>5th Grade Social Studies Horizons Text Book Pages 384-387 – Louisiana Purchase and Lewis and Clark 393 – Star Spangled Banner (War of 1812, pg 389) 398 – Trail of Tears</p> <p>“The Jefferson Nickels” lesson plan on p. 14 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 5.25C, and Math 5.3A)</p> <p>“Westward Expansion” (April 2005) from Texas Law-Related Education (Helps teach TEKS 5.4BC, 5.8B, 5.26D and ELA TEKS 5.13CDE)</p> |
| <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>5.4C identify examples of U.S. territorial expansion;</p> | <p>Including:</p> <ul style="list-style-type: none"> • The Louisiana Purchase (Jefferson’s and Napoleon’s roles, prompting the Lewis and Clark expeditions) • Manifest Destiny – the idea that as a Nation we have the God given right to explore, conquer, claim and settle the entire continent. <p>Such As: Other significant territorial expansion:</p> <ul style="list-style-type: none"> • Texas independence and then admittance to the country as a state • Oregon Territory | <p>“US Time Zones” lesson plan from Maps 101 helps teach TEKS 5.4AC, 6A, 7A, 24B. (Password is on the Intranet > Technology > Passwords.)</p> <p>“The American Colonial Map” lesson plan from Maps 101 may help teach TEKS 5.1A, 7B. (Password is located on the Intranet > Technology > Passwords.)</p> <p>“Biomes of the United States” lesson plan from Maps 101 helps teach TEKS 5.6A, 7B. (Password is located on the Intranet > Technology > Passwords.)</p> |

Fifth Grade Social Studies Curriculum Bundle #8

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Mexican Cession (California, Nevada, Arizona, Utah, and parts of Wyoming, Colorado, New Mexico, and Arizona) • Gadsden Purchase – small tract of land changing US Mexican border around El Paso, New Mexico | <p>Lewis and Clark Facing Challenges lesson plan from National Geographic Xpeditions</p> <p>Lewis and Clark Same Place, Different Perspectives lesson plan from National Geographic Xpeditions</p> |
| <p>5.7 Geography. The student understands the concept of regions. The student is expected to:</p> <p>5.7B describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and</p> | <p>Teacher Note: Historically, a lot of land was added to the country since this TEK was first introduced. Remember to integrate information about the locations as they are brought into the time period.</p> <ul style="list-style-type: none"> • Landform: Appalachians, Rocky Mountains, Mississippi River, Ohio River, Great Lakes, Great Plains, Coastal • Climate: based upon regional temperature and precipitation • Vegetation: Midwest and great plains (farming-corn, soybeans, wheat), Northeast and Northwest (forests), Southwest (desert), Southeast (farming – cotton, indigo, tobacco, rice) | <p>“The Mystery of the Lost Colony of Roanoke” (Nov. 2003) from Texas Law-Related Education (Helps teach TEKS 5.1A, 5.8D, 5.25A, 5.26D and ELA TEKS 5.2D, 5.5B)</p> <p>“California’s Early Settlements” lesson plan from Maps 101 could help teach TEKS 5.8BD. (Password is located on the Intranet > Technology > Passwords.)</p> <p>“Exploring the Louisiana Purchase” lesson plan from Maps 101 helps teach TEKS 5.4B, 8D. (Password is on the Intranet > Technology > Passwords.)</p> |
| <p>5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>5.8A identify and describe the types of settlement and patterns of land use in the United States;</p> | <p>Teacher Note: Historically, a lot of land was added to the country since this TEK was first introduced. Remember to integrate information about the locations as they are brought into the time period.</p> <ul style="list-style-type: none"> • Rural, urban, metropolitan areas, agriculture • Students should be able to identify how the land should be used based on the characteristics of the land or region. <p>For example: The rich soil of the farm belt leads to more farming. Cities, in general, have been built along waterways to provide transportation and water supply.</p> | <p>“The Star-Spangled Banner” (April 2007) from Texas Law-Related Education (Helps teach TEKS 5.2C, 5.18B and ELA TEKS 5.25A)</p> <p>“Give Me Your Tired Your Poor...” TEA Exemplary Curriculum Unit (Helps teach TEKS 5.4G, 5.23C, 5.25AB, 5.26CD)</p> <p>“Rosa Parks—A Lesson in Courage” (Jan. 2004) from Texas Law-Related Education (Helps teach TEKS 5.5B, 5.13B, 5.23C and ELA TEKS 5.11B)</p> |
| <p>5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>5.8C analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and</p> | <p>The placement of Capital cities and their proximity to transportation such as: waterways, railroads, canals.</p> | <p>Powerful Words from Martin Luther King, Jr. (Jan. 2008) from Texas Law-Related Education (Helps teach TEKS 5.23C and ELA TEKS 5.9C, 5.10H, 5.11C)</p> <p>“JFK and MLK—Two Great Leaders” (Jan. 2007) from Texas Law-Related Education (Helps teach TEKS 5.5B, 5.19A, 5.23C and ELA TEKS 5.15C)</p> |
| <p>5.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> | <p>Climate, fertility of land, proximity to waterways, oceans, or mountains and other landforms</p> | <p>Biographies Cyrus McCormick from Harcourt School Cyrus McCormick from Harcourt School—In Spanish</p> |

Fifth Grade Social Studies Curriculum Bundle #8

| | | |
|--|--|--|
| <p>5.8D explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.</p> | | <p>The Worker’s Anvil – Industrial Revolution –from the Library of Congress</p> |
| <p>5.9 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>5.9A Describe ways people have adapted to and modified their environment in the United States, past and present;</p> | <ul style="list-style-type: none"> • People have used local natural resources for building such as the Native Americans housing. Such as log cabins in forested areas, adobe houses in the southwest and skins for tepees on the plains. • People have changes their environment by building dams, roads, bridges and other such infrastructure. | <p>Video Industrial Revolution from Brain Pop Assembly Line from Brain Pop</p> <p>United Streaming Search for "The Star Spangled Banner" School House Rock 30th Anniversary Edition</p> <ul style="list-style-type: none"> • Elbow Room (Westward Expansion) • Mother Necessity |
| <p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14A analyze how people in different parts of the United States earn a living, past and present;</p> | <p>West: farming, ranching, mining for gold</p> | <p>Primary Sources Primary Source Documents-Based Questions (DBQ) lessons Westward Expansion: Lewis and Clark Why Go West?</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>5.14C analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;</p> | <p>Immigration: Many immigrants work for lower wages which helps businesses and the economy to grow. Chinese immigrants helped build the Trans-Continental Railroad.</p> <p>Migration: People migrated west, settling the country coast to coast.</p> <p>Limited resources: The Nation expanded to acquire more territories to gain more resources.</p> | <p>Literature</p> <ul style="list-style-type: none"> • A History of US, Book 5: Liberty for All 1820-1860 by Joy Hakim • The Bobbin Girl by Emily Arnold McCully (Industrial Revolution – Child Labor) • Ten Mile Day: and the Building of the Transcontinental Railroad by:Mary Ann Fraser • Gold Fever by Verla Kay (Transcontinental Railroad) • How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer • America’s Funny But True History 1800-1850 Westward HA! • By Elizabeth Levy • Cowboys of the Wild West by Russell Freedman • If You Traveled West in a Covered Wagon by Ellen Levine (Scholastic) • How Would You Survive in the American West? By Jacqueline Morley • Story of the Great American West (Reader’s Digest) |
| <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> | <ul style="list-style-type: none"> • Manifest Destiny • Transcontinental Railroad 1869 | |
| <p>5.18 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>5.18B sing or recite The Star-Spangled Banner and explain its history;</p> | <ul style="list-style-type: none"> • Francis Scott Key created the anthem during the War of 1812 | |

Fifth Grade Social Studies Curriculum Bundle #8

| | | |
|--|--|--|
| <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> | <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 | <ul style="list-style-type: none"> • <u>As Long as the River Flows: The Story of Nine Native Americans</u> by Paula Gunn Allen and Patricia Clark Smith • <u>North American Indians</u> by Frank Fox -- intro to Native Am. Tribes • <u>Navajo Visions and Voices Across the Mesa</u> by Shonto Begay – Poetry |
| <p>5.23 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p> <p>5.23C summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p> | <p>Such as: Mormons and westward expansion and the Chinese Immigrants who worked as laborers.</p> | <ul style="list-style-type: none"> • <u>An Indian Winter</u> by Russell Freedman • <u>Indians of North America</u> by Daniel Jacobson • <u>Indian Chiefs</u> by Russell Freedman • <u>Indians of the West</u> by Rae Bains • <u>A Prairie Boy’s Winter</u> by William Kurelek • <u>Soft Child: How Rattlesnake Got its Fangs</u> retold by Joe Hayes • <u>Buffalo Woman</u> by Paul Goble |
| <p>5.23 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:</p> <p>5.23A identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;</p> | <ul style="list-style-type: none"> • Mormons (religious freedom) • Immigrants such as: Chinese, and Hispanics (Immigration by choice) | <ul style="list-style-type: none"> • <u>A Blizzard Year: Timmy’s Almanac of the Seasons</u> by Gretel Ehrlich • <u>Boss of the Plains: The Hat That Won the West</u> by Laurie Carlson • <u>Rachel’s Journal: The Story of a Pioneer Girl</u> by Marissa Moss • <u>The Girl Who Chased Away Sorrow: Diary of Sarah Nita, a Navajo Girl, New Mexico 1864</u> |
| <p>5.24 Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:</p> <p>5.24B identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States;</p> | <ul style="list-style-type: none"> • Telegraph → Telephone → Cell phone → Computers → Smart Phones • Transcontinental Railroad | <ul style="list-style-type: none"> • <u>The Journal of Douglas Allen Deeds: The Donner Party Expedition, 1846</u> • <u>Across the Wide and Lonesome Prairie: The Oregon Trail Diary of</u> • <u>Hattie Campbell, 1847</u> • <u>Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory, 1849</u> • <u>The Great Railroad Race: The Diary of Libby West, Utah Territory 1868</u> • <u>By the Shores of Silver Lake, The Long Winter, and On the Banks of</u> • <u>Plum Creek, On the Way Home (a diary of a trip)</u> by Laura Ingalls Wilder • <u>Caddie Woodlawn</u> by Carol Ryrie Brink • <u>Fire on the Hillside</u> by Melinda Rice set in Fredericksburg, TX In 1847 • <u>Carlotta</u> by Scott O’Dell set in California in 1840’s |

Fifth Grade Social Studies Curriculum Bundle #8

| | | |
|--|--|--|
| | | <ul style="list-style-type: none">• <u>Indian Captive: The Story of Mary Jemison</u> by Lois Lenski• <u>Moccasin Trail</u> by Eloise Jarvis McGraw• <u>Sign of the Beaver</u> by Elizabeth George Speare 5.6 level• <u>Navajo Longwalk</u> by Nancy M. Armstrong• <u>I am Regina</u> by Sally M. Keehn captive story• <u>Birchbark House</u> by Louise Erdrich• <u>Thunder Rolling in the Mountains</u> by Scott O’Dell and Elizabeth Hall 5.6 <p>Webquests Oregon Trail webquest</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> |
|--|--|--|