

Fifth Grade Social Studies Curriculum Bundle #9

Title	Suggested Dates
Growth of the Nation, Part 2 of 2	Feb. 22 – March 11 (14 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • New inventions make life easier for people. • When changes in industry occur, jobs and peoples’ lives are changed. 	<ul style="list-style-type: none"> • How have inventions made life easier for people? • How have new ideas and technological innovations led to changes in industry?

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>5.25 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 style="color: red;">Students need to create as well as interpret existing visuals including:</p> <ul style="list-style-type: none"> • graphs • charts • timelines • maps <p style="color: red;">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 style="color: red;">Examples: Use the scale of a map to measure how many miles of railroad were built during a specific time period.</p>	<p>5th Grade Social Studies Horizons Text Book Pages 400 – Audubon Paintings 406 – Mormons move west 408 – Gold Rush 412-419 – Industrial Revolution</p> <p>“Native American Land Loss” lesson plan from Maps 101 could help teach TEKS 5.4G, 6B, 8B. (Password is on the Intranet > Technology > Passwords.)</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>“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>“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> <p>Lewis and Clark Facing Challenges lesson plan from National Geographic Xpeditions</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: 5.25E identify the elements of frame of reference that influenced the participants in an event; and</p>	<p style="color: red;">Frame of reference refers to the context of the circumstances surrounding each person that leads to their involvement and point of view. It is “what each person brings to the table.”</p> <p style="color: red;">Examples: Andrew Jackson – first President who was a commoner. Frederick Douglass’ experiences as a slave were key to his later work as a writer, speaker and leader in the abolition movement.</p>	

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<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"> • Transcontinental Railroad • Industrial Revolution • Interchangeable Parts <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>Lewis and Clark Same Place, Different Perspectives lesson plan from National Geographic Xpeditions</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>“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>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>5.4A identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;</p>	<ul style="list-style-type: none"> • North became industrialized due to the factory system and new inventions. Immigration contributed to the overpopulation of major cities in the North, which led to more representation in the House of Representatives for the North • Tariffs were imposed that forced the South to buy only northern goods <p>Teacher Note: These events are the first of the events that lead to the Civil War.</p>	<p>Biographies</p> <p>Cyrus McCormick from Harcourt School Cyrus McCormick from Harcourt School—In Spanish</p> <p>The Worker’s Anvil – Industrial Revolution –from the Library of Congress</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>5.4B identify reasons people moved west;</p>	<p>Including</p> <ul style="list-style-type: none"> • cheap land and opportunity for a better life. <p>Such as:</p> <ul style="list-style-type: none"> • gold – California Gold Rush • jobs – Railroad, building and settling new town • religion – Mormon migration • decimation of homes in Civil War – burning of the South • Native American Removal Act – The Trail of Tears 	<p>Video</p> <p>Industrial Revolution from Brain Pop Assembly Line from Brain Pop</p>
<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</p>	<p>Teacher Note: As you cover Industrial Revolution integrate maps to increase student understanding. Example – Locations of cities and goods. Erie Canal and Mississippi River moving goods.</p> <p>Teach skills to include:</p> <ul style="list-style-type: none"> • legends, keys and symbols 	<p>United Streaming</p> <p>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>Primary Sources</p> <p>Primary Source Documents-Based Questions (DBQ) lessons</p> <p>Westward Expansion: Lewis and Clark Why Go West?</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)

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<p>and interpret maps; and</p>	<ul style="list-style-type: none"> • 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>Ten Mile Day: and the Building of the Transcontinental Railroad</u> by: Mary Ann Fraser • <u>Gold Fever</u> by Verla Kay (Transcontinental Railroad) • <u>How We Crossed the West: The Adventures of Lewis and Clark</u> • by Rosalyn Schanzer • <u>America’s Funny But True History 1800-1850 Westward HA!</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: populations, farming production, natural resources</p>	<ul style="list-style-type: none"> • By Elizabeth Levy • <u>Cowboys of the Wild West</u> by Russell Freedman • <u>If You Traveled West in a Covered Wagon</u> by Ellen Levine (Scholastic) • <u>How Would You Survive in the American West?</u> By Jacqueline Morley • <u>Story of the Great American West</u> (Reader’s Digest)
<p>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12A describe the development of the free enterprise system in colonial America and the United States;</p>	<p>Free enterprise: an economic system in which people can start and operate businesses for profit with little government control. (Examples: importing/exporting in North, cash crops in South)</p>	<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>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12B describe how the free enterprise system works in the United States; and</p>	<ul style="list-style-type: none"> • Economic freedom to create own business, decide what to make, how much to produce, what price to charge • Voluntary exchange of goods/money • Private property—you own business, not the government • Profit motive (to make money for self) 	<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
<p>5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>5.12C give examples of the benefits of the free enterprise system in the United States.</p>	<p>New products developed and competition for markets created (e.g. entrepreneur, Michael Dell; individual financial worth)</p>	<ul style="list-style-type: none"> • <u>Buffalo Woman</u> by Paul Goble • <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
<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>More companies supplying product produces lower prices for customers (e.g. demand high/supply low – prices increase; demand low/supply high – prices decrease)</p>	<ul style="list-style-type: none"> • <u>The Girl Who Chased Away Sorrow: Diary of Sarah Nita, a Navajo Girl, New Mexico 1864</u> • <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>

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<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 business, industry, and agriculture, including the plantation system, in the United States.</p>	<ul style="list-style-type: none"> Such as: cotton in demand → cotton gin invented → more cotton produced → more land needed → more slaves to work on land 	<ul style="list-style-type: none"> <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) by Laura Ingalls Wilder</u>
<p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14D describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;</p>	<ul style="list-style-type: none"> First, define mass production, specialization, division of labor and their impact through examples such as and Eli Whitney - Interchangeable parts. Textmills. 	<ul style="list-style-type: none"> <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 <u>Indian Captive: The Story of Mary Jemison</u> by Lois Lenski
<p>5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.14E analyze how developments in transportation and communication have influenced economic activities in the United States; and</p>	<p>Transportation, such as: Interstates, steam engine, Transcontinental Railroad, mass transportation, automobile, airplanes</p> <p>Communication, such as: telegraph, telephone, radio, television, computer, satellite</p>	<ul style="list-style-type: none"> <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>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>“<u>Constitutional Bingo: By the Number</u>” (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.17, 5.21, 5.26B)</p>

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