

5th Grade Social Studies Units

September: Map Skills & Geography	October: Geography & Economics	November: Government	December: Native Americans & Explorers	January: Exploration & Colonization
Map Skills and Geography <ul style="list-style-type: none"> • Continents and oceans • Map tools – compass rose, key, grid, latitude and longitude • Types of maps • Regions of the United States • September 11th-Patriot Day • September 17th-Constitution Day 	United States Geography and Economics <ul style="list-style-type: none"> • Landforms of the U.S. • Climate zones • Economic systems and concepts • United States census • New York's economy through history 	U.S. Government <ul style="list-style-type: none"> • Types of government • Important United States documents • Branches and levels of government • Constitution and Bill of Rights • Rights and responsibilities of citizenship • Major patriotic holidays 	Native Americans <ul style="list-style-type: none"> • Indians of the Eastern Woodlands, Plains, Southwest, West, and Arctic Regions • Maya, Aztec, and Inca Indians • Early explorers 	Explorers Earliest Colonies <ul style="list-style-type: none"> • Major explorers of North America • Spanish, French, Dutch, and English colonies • Plymouth and Jamestown
February: Colonization and Revolutionary War	March: Revolutionary War	April:	May:	June:
Thirteen Colonies Beginning of Revolution <ul style="list-style-type: none"> • New England, Middle, and Southern Colonies • French and Indian War • Causes of the Revolution 	Revolutionary War Formation of the United States <ul style="list-style-type: none"> • Battles and people of the revolution • Formation of American government 		•	•

Topic: 5th Grade: Map Skills

**Essential Questions: Why is it useful to study maps and graphs?
How can understanding maps be helpful in everyday life?**

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Interpret a map using a key, symbols, a compass rose, and a distance scale • Recognize different types of maps • Draw maps and diagrams that serve as representations of places, physical features, and objects • Locate places within the local community, state, and nation • Locate continents, countries, states, and cities using grids, hemispheres, parallels, and meridians • Gather and organize geographic information from a variety of sources and display in a number of ways. • Analyze geographic information, make relationships, and interpret trends using map data 	<ul style="list-style-type: none"> • How do you use a map key? • How do you use a compass rose to determine direction? • What are the cardinal directions? • How do you use a scale to determine distance? • How do you identify and distinguish among political, physical, resource, theme, and product maps? • How do you draw political, physical, resource, and product maps? • How do you use a grid system to locate places on a map? • What are the four hemispheres and how are they used to locate continents and countries? • How do you locate the Equator and Prime Meridian on a globe? • How do you distinguish between latitude and longitude lines on a map? • How are latitude and longitude lines used to pinpoint locations? • How can information from maps be displayed in graph, table, or chart forms? • How can you use data from bar graphs, line graphs, pie graphs, pictographs, charts, and tables to analyze and draw conclusions? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of using maps and graphs:</p> <p>Model and practice -</p> <ul style="list-style-type: none"> • recognizing different types of maps and graphs • using a key, compass rose, and scale • displaying data • interpreting data • finding locations <p>The following tools will be used:</p> <ul style="list-style-type: none"> • globe • pull-down world map • pull-down U. S. map • individual laminated maps of United States • variety of maps and graphs 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

Connections to Text (Resources): Various map worksheets, worksheets from map skills folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test

Time: Last two weeks in September; First week in October; ongoing throughout the year

Connections to Technology:

Key Vocabulary: political map, physical map, product/resource map, theme map, key/legend, cardinal directions, compass rose, scale, vertical axis, horizontal axis, latitude, longitude, Equator, Prime Meridian, hemisphere, bar graph, line graph, circle/pie graph, pictograph, time line

Master Vocabulary List

Map Skills

political map, physical map, product/resource map, theme map, key/legend, cardinal directions, compass rose, scale, vertical axis, horizontal axis, latitude, longitude, Equator, Prime Meridian, hemisphere, bar graph, line graph, circle/pie graph, pictograph, time line

Geography

landforms, plain, plateau, canyon, valley, topography, climate, precipitation, natural resources, urban, rural, population density, elevation, culture, civilization, harbor, river source, river mouth, tributary

Economics

economics, goods, services, public goods and services, supply, demand, scarcity, profit, consumer, producer, import, export, global interdependence

Government

monarchy, dictatorship, democracy, legislative, executive, judicial, Constitution, Bill of Rights, federal system, citizen, amendment, ratify, veto, Senate, House of Representatives, separation of powers, checks and balances, electoral college, impeach, justice

Native Americans

ancestor, theory, civilization, tradition, class, cultural region, division of labor, palisade, prehistoric, strait, migration, mammoth, artifacts, archaeologist, environment, wigwam, longhouse, lodge, sod, slash and burn, tepee, travois, wampum, council, confederation, ceremony, adapt, staple, adobe, hogan, trade network, harpoon, clan, barter, potlatch, kayak, igloo, totem, empire, causeway, taxes, terrace

Exploration and Colonization

technology, navigation, expedition, empire, entrepreneur, Reconquista, treaty, grant, conquistador, reform, Reformation, Counter-Reformation, missionary, Northwest Passage, mutiny, colony, plantation, slavery, borderlands, presidio, mission, hacienda, stock, cash crop, indentured servant, royal colony, pilgrim, compact, self-government, majority rule, ally, proprietary colony, descent, expel, industry, triangular trade, Middle Passage, refuge, proprietor, trial by jury, immigrant, diversity, religious tolerance, apprentice, debtor, planter, indigo, broker, naval stores

The American Revolution

alliance, delegate, Parliament, proclamation, budget, representation, treason, Congress, boycott, repeal, imperial policy, protest, monopoly, blockade, quarter, petition, Minutemen, revolution, commander-in-chief, earthwork, olive branch, independence, resolution, declaration, preamble, grievance, cause, effect, Patriot, Loyalist, neutral, inflation, profiteering, veteran, enlist, mercenary, campaign, turning point, negotiate, civilian, traitor, documentary source, abolitionist, abolish, territory, ordinance

The Growth of the United States

arsenal, federalist, anti-federalist, compromise, rule of law, due process of law, reserved powers, Cabinet, political party, population density, union, popular sovereignty, public agenda, suffrage, civic virtue, naturalization, gap, pioneer, consequence, impressment, national anthem, nationalism, assimilate, annex, ford, manifest destiny, cession, gold rush, forty-niners, canal, lock, locomotive, Industrial Revolution, cotton gin, interchangeable parts

The Civil War

sectionalism, diverse economy, free state, slave state, tariff, states' rights, fugitive, Underground Railroad, secede, Confederacy, border state, artillery, civil war, strategy, emancipate, prejudice, address, assassinate, Reconstruction, Black Codes, acquit, freedmen, sharecropping, secret ballot, segregation, impeach, carpetbagger, scalawag

The Changing Nation

prospector, boom, bust, homesteader, reservation, transcontinental railroad, skyscraper, petroleum, labor union, strike, collective bargaining, tenement, reformer, settlement house

The United States in the 20th Century

armistice, progressive, conservation, military draft, trench warfare, no-man's land, consumer goods, assembly line, stock market, depression, bureaucracy, rationing, internment camp, parallel time line, concentration camp, genocide, Holocaust, communism, free world, cease-fire, suburb, cold war, arms race, satellite, developing country, crisis, integration, civil rights, nonviolence, arms control, scandal, deficit, recession, coalition, terrorism

Topic: 5th Grade: Economics**Essential Questions: How does an economic system affect the growth of a nation? Why do economic systems experience changes?**

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? know some ways individuals and groups attempt to satisfy their basic needs explain how people's wants exceed their limited resources and that this condition defines scarcity know that scarcity requires individuals to make choices and that these choices involve costs study about how the availability and distribution of resources is important to a nation's economic growth investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal understand that nations around the world rely on each other to satisfy needs and wants interpret economic information using charts, tables, diagrams, and simple graphs 	<ul style="list-style-type: none"> What is the difference between goods and services? How should goods and services be produced? For whom should goods and services be produced? What amounts of goods and services should be produced? What are the differences between a traditional economy, a command economy, and a free market economy? How have all three types of economic systems influenced U.S. development? What is a consumer? What is a producer? What is the difference between needs and wants? How do people satisfy their needs and wants? What is scarcity? Why do certain goods become scarce? How does scarcity influence people's economic decisions? What are opportunity costs? What factors would cause people to make economic choices? How do natural, human, and capital resources affect production of goods and services? What are supply and demand? How do supply and demand affect the cost of goods and services? What is a profit? What are the factors of production? What are the differences between natural resources, human resources, capital resources, and entrepreneurship? What is global interdependence? Give examples of global interdependence. What are imports and exports? Give examples of imports and exports among nations. 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of using economics:</p> <ul style="list-style-type: none"> Lectures Demonstrations Oral drill Jeopardy game Role playing Vocabulary flash cards <p>The following tools will be used:</p> <ul style="list-style-type: none"> Vocabulary flash cards Charts of economic systems Notes Graphic organizers Diagrams, tables, charts, and graphs 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> oral answers to directed questions guided and independent practice of skills completion of written assessments teacher observation of individual and group projects performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

Connections to Text (Resources): Various economics worksheets, worksheets from economics folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test**Time: Second and third week in October; ongoing throughout the year****Connections to Technology: www.harcourtschool.com/ss1****Key Vocabulary: economics, goods, services, public goods and services, supply, demand, scarcity, profit, consumer, producer, import, export, global interdependence**

Topic: 5th Grade: Geography

Essential Questions: Where are places located in New York State, the United States, North America, and the world? How does location and geography affect the way people live? How do the activities of people affect the environment?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Identify and compare physical, human, and cultural characteristics of different regions and people using the five major themes of geography • Locate places within the local community, state, and nation; specifically New York State and the United States • Gather and organize geographic information from a variety of sources and display in a number of ways • Ask geographic questions about where places are located • Ask geographic questions about why places are located where they are, what is important about their locations, and how their locations are related to the location of other people and places • Understand why people and places are located in specific areas and analyze patterns of location • Analyze geographic information, make relationships, and interpret trends using map data • Investigate how people depend on and modify the physical environment • Describe the relationships between people and environments and the connections between people and places • Explain and give examples of how “where you live affects how you live” 	<ul style="list-style-type: none"> • What are: location, place, regions, movement, and human-environment interaction? • How are the themes of geography related to human settlement? • What are the characteristics of a culture? • How do cultures differ from civilizations? • How does movement serve to combine and blend differing cultures? • How has the United States been influenced by various cultures during its development? • Where are the seven continents and the four oceans of the world located? • What are the major physical regions in New York State and the United States? • Where are the following locations in New York State: Long Island, Lakes Erie and Ontario, the Finger Lakes, the Adirondack and Catskill Mountains, the Hudson, Delaware, and Mohawk Rivers, and the cities of New York City, Rochester, Buffalo, Binghamton, Syracuse, Albany, Plattsburgh, and Deposit? • Where are the following physical regions in the United States: Atlantic Coastal Plain, Appalachian Region, Central Lowlands, Great Plains, Mountain West, and Pacific Region? • Where are the following locations in the United States: the Atlantic and Pacific Oceans, Gulf of Mexico, the Appalachian and Rocky Mountain Ranges, the Great Lakes, and the Mississippi River? • How did major landforms such as mountain ranges and coastal plains affect the development of the United 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of geography:</p> <p>Model and practice -</p> <ul style="list-style-type: none"> • interpreting different types of maps and graphs • using a key, compass rose, and scale to determine directions and distances • using latitude and longitude lines to locate places • displaying data • interpreting data • finding locations in New York State, the United States, and the world <p>Use of mnemonics and song techniques for recall, including:</p> <ul style="list-style-type: none"> • HOMES for the Great Lakes • Song for continents <p>The following tools will be used:</p> <ul style="list-style-type: none"> • globe • pull-down world map • pull-down U. S. map • individual laminated maps of United States • blank New York State maps • variety of maps and graphs • geography chartlets and bulletin board materials • notes • graphic organizers • Online activities with Eco • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects <p>performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)</p>

	<p>States?</p> <ul style="list-style-type: none"> • How did bodies of water such as the oceans, major river systems, and lakes affect the development of the U.S.? • How did regional climate patterns affect the development of the U.S.? • How did the abundance of natural resources affect the development of the U.S.? • How did location affect the growth of major U.S. cities? • How have physical features been a factor in our country's population trends? <ul style="list-style-type: none"> • What are the most important natural resources found in each of the United States regions? • How have these resources been used by people throughout history to meet their needs and wants? • What types of climates are found in the regions of the United States? • How did climate, resources, and landforms influence how people made a living during U.S. settlement? • How do climate, resources, and landforms continue to influence economics and cultures? <ul style="list-style-type: none"> • How has human interaction with the land changed the way it can be used to meet needs? 		
--	---	--	--

<p>Connections to Text (Resources): Various map worksheets, worksheets from geography folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled <u>Mastering New York State Social Studies Test</u></p>
<p>Time: Two weeks in September, ongoing throughout the year</p>
<p>Connections to Technology: www.statesandcapitalsusa.org , www.geology.com/state-map</p>
<p>Key Vocabulary: landforms, plain, plateau, canyon, valley, topography, climate, precipitation, natural resources, urban, rural, population density, elevation, culture, civilization, harbor, river source, river mouth, tributary</p>

Topic: 5th Grade: Government

Essential Questions: Why is it important to be a good citizen? What is a government? Why is it important to have a written set of laws? How has United States culture and development been influenced by its choice of government system?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Know the meaning of key terms and concepts related to government • Describe the basic purposes of government and the importance of civic life • Explain the probable consequences of the absence of government and rules • Identify and discuss what kinds of governments other nations have • Understand that social and political systems are based upon people’s beliefs • Understand the basic civil values that are the foundation of American constitutional democracy • Examine the basic principles of the Declaration of Independence • Know what the United States Constitution is and why it is important • Understand that the United States Constitution and the New York State Constitution are written plans for organizing the functions of government • Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States • Understand the structure of United States, New York State, and local governments, including executive, legislative, and judicial branches • Identify the legislative and executive representatives at the local, state, and national levels of government • Examine what it means to be a good citizen in the classroom, school, home, and community • Identify the rules and responsibilities students have at home, in the classroom, and at school 	<ul style="list-style-type: none"> • What do the words found in the vocabulary list mean, and how do they relate to our government? • Why does a society need a system of government? • What are the basic functions of a government? • What would happen to a country, state, or city without a system of government? • What are the differences between a democracy, monarchy, and dictatorship? • Why do nations choose different forms of government? • Why did the United States choose a representative democracy as its form of government? • Why was the Declaration of Independence written, and what does it say? (in summary format) • What is the Constitution? • Why were the Articles of Confederation replaced by the Constitution? • What is a federal system of government, and why did the United States choose this system? • How does the Constitution provide for a separation of powers? • What are the three branches of government? • What are the three levels of government? • Who serves in each branch at each level? • How are members of each branch selected? • Why are there two parts of Congress, and how are they different? • What are checks and balances, and how do they work? • How can the Constitution be amended? • What is the Bill of Rights, and why was it added to the Constitution? • What freedoms and rights are guaranteed in the Bill of Rights? • Who are the current U.S. President, NYS governor, and Deposit mayor? • Who are the current U.S. and NYS senators and representatives? • How can you be a good citizen? • What rules do students need to follow in order for a family, classroom, or school to function well? • What rights are guaranteed to all United States citizens? • What are the responsibilities of a citizen? • Why should you serve on a jury? • 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills of government and civics:</p> <ul style="list-style-type: none"> • lectures • reenactment of signing of the Constitution on Constitution Day • oral drills • Jeopardy game • role playing • mock election on Election Day • mock trials • interpreting political cartoons <p>Use of mnemonics and other recall techniques, including:</p> <ul style="list-style-type: none"> • My Dog Ate Chocolate Brownies (order of important U.S. documents – Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights) <p>The following tools will be used:</p> <p>Charts and diagrams showing the following:</p> <ul style="list-style-type: none"> • Three branches of government • U.S. Constitution • Declaration of Independence • Articles of Confederation • Bill of Rights • Symbols of America <p>Mock trial scripts for:</p> <ul style="list-style-type: none"> • Goldilocks v. the Three Bears • The Big Bad Wolf v. the Three Little Pigs <p>U.S. census materials and census map</p> <p>Election materials</p> <p>Online activities with Eco</p> <p><u>Harcourt Social Studies</u> textbook</p>	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

<ul style="list-style-type: none"> • Identify basic rights students have and those they will acquire as they age • Understand that effective, informed citizenship is s duty of each citizen, demonstrated by jury service, voting, and community service • Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation 	<ul style="list-style-type: none"> • What are the requirements for voting, and why should you vote? • Why is service to the community and volunteerism important? • What are the most common symbols of the United States, including the flag, the Statue of Liberty, the bald eagle, the Pledge of Allegiance, and the national anthem? • Why do Americans celebrate patriotic holidays such as Veterans' Day, Memorial Day, the Fourth of July, and Thanksgiving? • What is the origin of each of these holidays? 		
---	--	--	--

<p>Connections to Text (Resources): Various government worksheets, worksheets from government folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled <u>Mastering New York State Social Studies Test</u>, Scholastic News newsmagazine, <u>How the U.S. Government Works</u> booklets</p>
<p>Time: First two weeks in November and review for two weeks in March/April</p>
<p>Connections to Technology: videos entitled <u>This Is Your Government – Branches of Government</u>, <u>This Is Your Government – What Does It Mean To Be a Good Citizen?</u></p>
<p>Key Vocabulary: monarchy, dictatorship, democracy, legislative, executive, judicial, Constitution, Bill of Rights, federal system, citizen, amendment, ratify, veto, Senate, House of Representatives, separation of powers, checks and balances, electoral college, impeach, justice</p>

Topic: US and NY History Unit 1 Native Americans

Essential Questions: How did geographic factors influence the development of Native American cultures? How did Native American cultures in the United States differ socially, politically, and economically? How did the cultures of the Incas, Mayas, and Aztecs differ socially, politically, and economically?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about Native Americans • Understand the migration patterns of Native peoples to North America • Identify and compare the cultural characteristics of the Native American groups in New York State • Describe the relationship between the New York State tribes and their environment • Make a connection between the system of government used by the Iroquois and the current democratic system in the United States • Identify and compare the cultural characteristics of the Native American groups in the United States • Describe the relationship between the various Native American tribes and their environment • Identify and compare the cultural characteristics of the Maya, Aztec, and Inca tribes of Middle and South America • Explain how the Mayas, Aztecs, and Incas used their environments 	<p>-What is the difference between a primary and a secondary source?</p> <p>- How do historians and archaeologists use artifacts to learn about the Native Americans?</p> <ul style="list-style-type: none"> • Who were the first people in North America? • Where did they come from? • Why did they leave Asia? • How did they get to North America? • Why did they spread out over the continent? • What were the two main groups of Native Americans in New York State? • How were Iroquois and Algonquian tribes similar and different? • Where were Iroquois and Algonquian tribes located in New York State? • How did the Iroquois and Algonquian use their environment to meet their basic needs? • What religious and spiritual beliefs did the Iroquois and Algonquian have? • What was the Iroquois Confederacy? • What were the goals of the Iroquois Confederacy? • How were the following Native American groups similar and different: Eastern Woodland Indians, Plains Indians, Southwest Indians, Pacific Northwest Indians, and Arctic Indians? • How did these groups of Indians use their environment to meet their basic needs? • What characteristics of the Middle and South American tribes distinguished them as advanced civilizations? • How did the cultural and spiritual beliefs of the Middle and South American tribes differ from the United States tribes? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about Native Americans:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Vocabulary flash cards • Independent research report <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Native American charts and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • Maps • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November) • Independent research report

Connections to Text (Resources): Various Native American worksheets, worksheets from Native American folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test, Kids Discover magazines, variety of content area books on Native Americans

Connections to Technology: www.harcourtschool.com/ss1

Time: Last two weeks in November; first week in December

Key Vocabulary: ancestor, theory, civilization, tradition, class, cultural region, division of labor, palisade, prehistoric, strait, migration, mammoth, artifacts, archaeologist, environment, wigwam, longhouse, lodge, sod, slash and burn, tepee, travois, wampum, council, confederation, ceremony, adapt, staple, adobe, hogan, trade network, harpoon, clan, barter, potlatch, kayak, igloo, totem, empire, causeway, taxes, terrace

Topic: US and NY History Unit 2 - Exploration and Settlement

Essential Questions: Why did Europeans begin to explore different areas of the world? What explorers led key expeditions and what routes did they follow? What were the major causes and effects of European exploration in the western hemisphere? How did new settlers and colonists impact Native Americans? Why did different people come to the English colonies, and where did they settle?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about explorers and colonies • Identify first European explorers in North America • Identify reasons for European exploration in Asia • Explain Portuguese contributions to the exploration of the western hemisphere • Explain Spanish contributions to the exploration of the western hemisphere • Explain contributions of the Italian, English, Dutch, and French explorers • Explain how, where, and why Spain, France, England, and the Netherlands claimed lands and built their first colonies in North America • Explain how colonization in America led to cooperation and conflicts with the Native Americans • Tell how geography affected the life and economy of the early colonies • Identify the origins of American democratic government systems in the colonies • Explain how the early colonies established the origins of religious toleration in America • Identify individuals who were important in the growth of the American colonies 	<ul style="list-style-type: none"> • What is the difference between a primary and a secondary source? • How do historians and archaeologists use artifacts to learn about explorers and colonies? • Who were the Vikings? • Where did the Vikings explore? • Why did Viking discoveries remain unknown for many years? • Who was Marco Polo? • What riches in Asia did European explorers seek? • What were the accomplishments of the following Portuguese explorers: Prince Henry, Bartholomew Dias, and Vasco daGama? • What were the accomplishments of the following Spanish explorers: Columbus, Balboa, Magellan, Cotes, De Soto, Ponce de Leon, Coronado, and Pizarro? • What were the accomplishments of the following explorers: Amerigo Vespucci, John Cabot, Giovanni de Verrazano, Henry Hudson, Jacques Cartier, Marquette and Joliet, LaSalle, and Samuel de Champlain? • Why did Spain set up colonies in North America? • What were the roles of slavery, presidios, and missions in the Spanish colonies? • How, where, and why were the English colonies of Roanoke, Jamestown, and Plymouth settled? • How, where, and why were the New England colonies of Massachusetts, Rhode Island, Connecticut, and New Hampshire settled? • How, where, and why were the middle colonies of New York, Pennsylvania, Delaware, and New Jersey settled? • How, where, and why were the southern colonies of Maryland, Virginia, North and South Carolina, and Georgia settled? • How did various colonial leaders get along with Native Americans? • What relationships did the Jamestown colonists have with the Powhatans? • How did the Native Americans help the Plymouth colonists survive? • What were the causes and effects of King Philip's War in New England? • How did the differing ideas of Native Americans and Europeans lead to conflicts? • Why did the economy of New England colonists center around farming, fishing, shipbuilding, logging, and whaling? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about explorers and colonies:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing of early explorers • Role playing/reenactment of life on a plantation • Role playing of slaves and indentured servants • Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Explorer charts and bulletin board materials • Colonial Times chars and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

	<ul style="list-style-type: none"> ● Why was the geography of New England not well suited to farming? ● How did the fertile land of the middle colonies provide the basis for an economy built on farming and raising livestock? ● How did the land and climate of the southern colonies contribute to the growth of plantations and dependence on slavery? ● How did port cities and triangular trade routes contribute to the growth and economy of the thirteen colonies? ● How and where were the following systems of government utilized: House of Burgesses, Mayflower Compact, colonial governors and proprietors, the Toleration Act, and colonial constitutions? ● How did individuals and groups promote religious toleration in various colonies? ● How and where did the following people contribute to the growth of American colonies: Queen Elizabeth I, Sir Walter Raleigh, John Smith, Pocahontas, John Rolfe, Pilgrims, William Bradford, Samoset, Massasoit, Squanto, Peter Minuet, John Winthrop, Roger Williams, Anne Hutchinson, Peter Styvesant, King Charles II, William Penn, Cecelius Calvert, James Oglethorpe, Eliza Lucas Pinckney 		
--	---	--	--

<p>Connections to Text (Resources): Various exploration and colonization worksheets, worksheets from exploration and colonization folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled <u>Mastering New York State Social Studies Test</u>, Kids Discover magazines, variety of content area books on explorers and colonies</p>
<p>Time: Two weeks in December; all of January; first two weeks in February</p>
<p>Connections to Technology: www.harcourtschool.com/ss1</p>
<p>Key Vocabulary: technology, navigation, expedition, empire, entrepreneur, Reconquista, treaty, grant, conquistador, reform, Reformation, Counter-Reformation, missionary, Northwest Passage, mutiny, colony, plantation, slavery, borderlands, presidio, mission, hacienda, stock, cash crop, indentured servant, royal colony, pilgrim, compact, self-government, majority rule, ally, proprietary colony, descent, expel, industry, triangular trade, Middle Passage, refuge, proprietor, trial by jury, immigrant, diversity, religious tolerance, apprentice, debtor, planter, indigo, broker, naval stores</p>

Topic: US and NY History Unit 3 – The American Revolution

Essential Questions: What disagreements led to the American Revolution? Which people and groups impacted the American Revolution? What were the major events and battles of the American revolution? How did the American Revolution affect United States history?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about the American Revolution • Identify the political and economic events that that led to the American Revolution • Explain how, where, and why the Declaration of Independence was written • Compare the strengths and weaknesses of the British and Americans during the Revolutionary War • Identify the important people of the Revolutionary War era and explain their impact on events • Identify the major campaigns and battles of the war • Explain the roles of women, Native Americans, African Americans, and other nations in the American Revolution • Explain the importance of the Battle of Saratoga and why it was the turning point of the war • Identify the boundaries of the new nation, its new land policies, and the first government systems 	<ul style="list-style-type: none"> • What is the difference between a primary and a secondary source? • How do historians and archaeologists use artifacts to learn about the American Revolution? • How, where, and why was the French and Indian War fought? • How did the French and Indian War lead to the disagreements between the American colonies and England? • What was the significance of the following events, and how did each contribute to the beginning of the Revolution: Proclamation of 1763, Stamp Act, Townsend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable (Coercive) Acts? • Why did the colonists write the Declaration of Independence? • Where was the Declaration written? • Who wrote the Declaration? • What message did the Declaration convey to King George and Parliament? • What strengths and weaknesses did the British and American sides have when the war began? • What was the importance of the following people during the Revolutionary War era: Benjamin Franklin, George Washington, King George III, Mercy Otis Warren, Patrick Henry, Samuel Adams, Crispus Attucks, Paul Revere, Thomas Gage, John Hancock, John Dickinson, John Adams, Thomas Paine, Richard Henry Lee, Thomas Jefferson, Abigail Adams, Martha Washington, Sybil Luddington, Deborah Sampson, Margaret Corbin, James Armistead, Marquis de Lafayette, Benedict Arnold, Friedrich von Steuben, John Paul Jones, Nathan Hale, Mary Ludwig Hays, Thaddeus Koskiuzsko, Nathaniel Greene, Charles Cornwallis, 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none"> • American Revolution charts and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • Time lines • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • creation of a timeline of events • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

	<ul style="list-style-type: none"> • How, when, and where did the following campaigns and battles of the American Revolution take place: Lexington and Concord, Bunker/Breed's Hill, Battle of Long Island, Trenton, Saratoga, Winter at Valley Forge, Savannah, Charleston, Cowpens, and Yorktown? • How did women help the cause during the Revolutionary War? • What was the role of Native Americans and African Americans during the war? • How and why did other European nations aid the colonists in their fight against the British? • Why did the Americans win the battle of Saratoga? • What did the victory at Saratoga mean in terms of European aid? • When, where and why were the First and Second Continental Congresses held? • What was the Northwest Ordinance, and why was it developed? • What were the Articles of Confederation, and how and why were they developed? • What were the weaknesses of the Articles of Confederation? 		
--	---	--	--

<p>Connections to Text (Resources): Various American Revolution worksheets, worksheets from American Revolution folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled <u>Mastering New York State Social Studies Test</u>, Kids Discover magazines, variety of content area books on American Revolution</p>
<p>Time: Last two weeks in February; all of March</p>
<p>Connections to Technology: www.harcourtschool.com/ss1</p>
<p>Key Vocabulary: alliance, delegate, Parliament, proclamation, budget, representation, treason, Congress, boycott, repeal, imperial policy, protest, monopoly, blockade, quarter, petition, Minutemen, revolution, commander-in-chief, earthwork, olive branch, independence, resolution, declaration, preamble, grievance, cause, effect, Patriot, Loyalist, neutral, inflation, profiteering, veteran, enlist, mercenary, campaign, turning point, negotiate, civilian, traitor, documentary source, abolitionist, abolish, territory, ordinance</p>

Topic: US and NY History Unit 4 – The Growth of the United States

Essential Questions: What were some of the major problems faced by the writers of the Constitution? How does the Constitution secure our liberty and protect our rights? How did the expansion of the United States take place? How did western settlement change the lives of Americans and affect the lives of the Native Americans?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about the United States in the late 1700s and early 1800s • Explain what issues caused debate at the Constitutional Convention and explain how those issues were resolved • Explain how the United States gained new lands following the Revolutionary War and how those territories became states • Explain the causes and effects of the War of 1812 • Identify the important events and people during the War of 1812 • Explain the changes in American government during the early 1800s • Explain the settlement of Texas • Explain the settlement of Oregon • Explain the settlement of Utah • Understand how the idea of Manifest Destiny led to the Mexican-American War and the expansion of the United States • Explain the settlement of California and how it became a state • Explain how advances in transportation and communication during the 1800s changed life in the United States • Identify causes and effects of the Industrial Revolution in the United States • Identify the people who made important discoveries and inventions in the early 1800s 	<ul style="list-style-type: none"> ◆ What is the difference between a primary and a secondary source? ◆ How do historians and archaeologists use artifacts to learn about the growth of the United States during the 1800s? ◆ Why were the Articles of Confederation replaced by the Constitution? ◆ What disagreement did the delegates from large and small states have about representation in the legislature? ◆ How did the Great Compromise solve this issue? ◆ What disagreement did the northern and southern states have about representation of slaves? ◆ How did the 3/5 Compromise solve this issue? ◆ How did the Wilderness Road open the west to settlement? ◆ What was the effect of more settlers moving west? ◆ Why did France decide to sell Louisiana to the United States? ◆ Why did Jefferson send Lewis and Clark and the Corps of Discovery across the country? ◆ What did the Lewis and Clark Expedition accomplish? ◆ What were the results of Pike’s expedition? ◆ What were the causes of the War of 1812? ◆ What were some outcomes of the War of 1812? ◆ What are the details of the burning of Washington, the bombing of Fort McHenry, and the Battle of New Orleans? ◆ How were Dolly Madison, James Madison, Francis Scott Key, and Andrew Jackson important? ◆ How did the change in voting laws change lead to the presidency of Andrew Jackson? ◆ How did Jackson’s policies toward Native Americans lead to the Indian Removal Act and the Trail of Tears? ◆ How did the sense of nationalism in the early 1800s lead to the Monroe Doctrine? ◆ Why did the Americans and Mexicans go to war over Texas? ◆ How were the Battles of San Jacinto and the Alamo important during the war in Texas? ◆ How did Texas change from a part of Mexico to an independent republic to a state? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the growth of the United States in the late 1700s and early 1800s:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Growth of the United States charts and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • Time lines • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

	<ul style="list-style-type: none"> ◆ Who opened the Oregon Trail to encourage settlement on the Pacific coast? ◆ Why did so many people want to move to Oregon and Washington? ◆ What were the hardships on the Oregon Trail? ◆ How and why did the Mormons move west to Utah? ◆ What was Manifest Destiny? ◆ What were the causes of the Mexican-American War? ◆ What lands were gained through the Mexican Cession and the Treaty of Guadalupe Hidalgo? ◆ How did the discovery of gold in California lead to its rapid growth and statehood? ◆ How did the building of canals change and improve trade? ◆ How did the invention of the steam engine and its use on steamboats and railroads change and improve transportation? ◆ How did Morse's invention of the telegraph change and improve communication? ◆ How did the following inventions and ideas revolutionize farming and industry: the reaper, the cotton gin, the steel plow, interchangeable parts, spinning and weaving machines? ◆ How were the following people important to the Industrial Revolution: Cyrus McCormick, Samuel Slater, Eli Whitney, Francis Lowell, John Deere? 		
--	---	--	--

Connections to Text (Resources): Various worksheets on U.S. growth in the 1800s, worksheets from Growth of U.S. folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test, Kids Discover magazines, variety of content area books on the Louisiana Purchase, Lewis and Clark, the War of 1812, the California Gold Rush, the Oregon Trail, and the Industrial Revolution

Time:

Connections to Technology: www.harcourtschool.com/ss1

Key Vocabulary: arsenal, federalist, anti-federalist, compromise, rule of law, due process of law, reserved powers, Cabinet, political party, population density, union, popular sovereignty, public agenda, suffrage, civic virtue, naturalization, gap, pioneer, consequence, impressment, national anthem, nationalism, assimilate, annex, ford, manifest destiny, cession, gold rush, forty-niners, canal, lock, locomotive, Industrial Revolution, cotton gin, interchangeable parts

Topic: US and NY History Unit 5 – The Civil War

Essential Questions: What caused the Civil War? How did the Union win the Civil War? What happened in the south after the Civil War? How did the United States change as a result of the Civil War?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about the Civil War • Understand the social and economic differences between northern and southern states • Identify the events in the first half of the 19th century that helped to cause the Civil War • Understand the pivotal role Abraham Lincoln played during the Civil War era • Compare the advantages and disadvantages of the Union and Confederate sides during the Civil War • Identify the important people of the Civil War era and explain their impact on events • Identify the major battles of the Civil War • Understand the significance of important strategies and events during the Civil War • Explain the importance of the Battle of Gettysburg • Understand the changes brought about by Reconstruction following the Civil War 	<ul style="list-style-type: none"> ◆ What is the difference between a primary and a secondary source? ◆ How do historians and archaeologists use artifacts to learn about the Civil War during the 1800s? ◆ How did regional differences cause conflicts between northern and southern states? ◆ How did different views about slavery cause conflicts between northern and southern states? ◆ Why were southerners against tariffs? ◆ What were the differing views about states' rights? ◆ How did the Missouri Compromise attempt to address the issue of slave states and free states? ◆ How did the Compromise of 1850 cause further conflicts? ◆ What was the effect of the Kansas-Nebraska Act? ◆ How did the Dred Scott Decision cause further divisions between north and south? ◆ How did the Underground Railroad work, and what were the differing reactions to its existence? ◆ How did John Brown's raid at Harpers Ferry further divide the nation? ◆ What were Lincoln's views about slavery? ◆ How did the Lincoln-Douglas debates push Lincoln into national prominence? ◆ How did the issue of slavery affect the election of 1860? ◆ What were Lincoln's views about secession and keeping the Union intact? ◆ What did the Emancipation Proclamation say, and why did Lincoln sign it? ◆ What advantages did the Union have at the beginning of the Civil War? ◆ What advantages did the Confederacy have at the beginning of the Civil War? ◆ How did each of the following people play an important role in the Civil War era: Henry Clay, Andrew Jackson, John C. Calhoun, Dred Scott, Nat Turner, William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Harriet Beecher Stowe, Harriet Tubman, Abraham Lincoln, Stephen A. Douglas, John Brown, Jefferson Davis, Robert E. Lee, Dorothea Dix, Clara Barton, Sally Tompkins, Ulysses S. Grant, George Meade, William Tecumseh Sherman, John Wilkes Booth ◆ When, where, and why did the following battles of the Civil War take place: Fort Sumter, Bull Run, Antietam, Chancellorsville, Vicksburg, and Gettysburg? ◆ What was the north's Anaconda Plan? 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the American Revolution:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Civil War charts and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • Time lines • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

	<ul style="list-style-type: none"> ◆ How did the Confederates plan to win the war? ◆ Why was the Mississippi River important to both sides? ◆ Why were railroads important to both sides? ◆ What was the strategy behind Sherman's March to the Sea and the burning of Atlanta? ◆ What happened at Appomattox Court House? ◆ Why was the Battle of Gettysburg the turning point of the war? ◆ What is the historical significance of the Gettysburg Address? ◆ What did Lincoln and Johnson plan to do during Reconstruction? ◆ How did Lincoln's assassination affect Reconstruction plans? ◆ How were Presidential and Congressional Plans for reconstruction different? ◆ Why was President Johnson impeached? ◆ What were the 13th, 14th, and 15th amendments? ◆ How did life change for African-Americans and plantation owners during reconstruction? ◆ What were the impacts of the Freedmen's Bureau, sharecropping, Black Codes, the Ku Klux Klan, carpetbaggers, and scalawags during the Reconstruction era? ◆ When did Reconstruction end, and how did its end affect the nation? 		
--	---	--	--

Connections to Text (Resources): Various worksheets on the Civil War, worksheets from the Civil War folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test, Kids Discover magazines, variety of content area books on the Civil War

Time:

Connections to Technology: www.harcourtschool.com/ss1

Key Vocabulary: sectionalism, diverse economy, free state, slave state, tariff, states' rights, fugitive, Underground Railroad, secede, Confederacy, border state, artillery, civil war, strategy, emancipate, prejudice, address, assassinate, Reconstruction, Black Codes, acquit, freedmen, sharecropping, secret ballot, segregation, impeach, carpetbagger, scalawag

Topic: US and NY History Unit 6 – The Changing Nation

Essential Questions: Why did many people move west in the late 1800s? How did new industries and inventions change people’s lives in the late 1800s? What challenges did new immigrants face in the late 1800s?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none"> • Understand how historians research the past • Use primary and secondary sources to discover information about the changes in the late 1800s • Understand the challenges faced by pioneers moving west • Understand the conflicts between Native Americans and pioneers during the late 1800s • Explain how industries changed in the late 1800s • Explain how inventions of the late 1800s changed Americans’ lives • Identify the opportunities and challenges faced by immigrants to the United States in the late 1800s • Identify the people who made important contributions to the United States during the late 1800s 	<ul style="list-style-type: none"> ◆ What is the difference between a primary and a secondary source? ◆ How do historians and archaeologists use artifacts to learn about the growth of the United States during the 1800s? ◆ What were mining towns like, and why were they dangerous? ◆ What were the challenges of settling and farming in the Great Plains? ◆ How did cattle trails affect the growth of the west? ◆ What was the Homestead Act, and how did it help the west grow? ◆ How did the United States government treat Native Americans during the late 1800s? ◆ How did the settlement of the west cause conflicts between Native Americans and pioneers? ◆ How did the Transcontinental Railroad open up the west and improve transportation? ◆ How did the growth of the steel and oil industries change American lives? ◆ What were labor unions, and how did they improve the lives of American workers? ◆ How did lives change because of the following inventions and construction: light bulb, telephone, phonograph, the Brooklyn Bridge, the Jenny Building? ◆ Where did most immigrants come from in the late 1800s? ◆ Why did so many people want to move to the United States? ◆ How did settlement houses help immigrants? ◆ What challenges did immigrants face in this country? ◆ Why did many African-Americans move to cities in the northern United States? ◆ How did each of the following people play an important role in the changes of the late 1800s: Nat Love, George Armstrong Custer, Sitting Bull, Crazy Horse, Chief Joseph, Geronimo, Andrew Carnegie, John D. Rockefeller, Thomas Edison, Lewis Latimer, Alexander Graham Bell, Samuel Gompers, Jane Addams, Lillian Wald 	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the changing nation following the Civil War:</p> <ul style="list-style-type: none"> • Lectures • Demonstrations • Oral drill • Jeopardy game • Role playing • Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none"> • Westward Expansion, immigration, industrialization charts and bulletin board materials • Online Activities with Eco • Notes • Graphic organizers • Time lines • <u>Harcourt Social Studies</u> textbook 	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none"> • oral answers to directed questions • guided and independent practice of skills • completion of written assessments • teacher observation of individual and group projects • performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

Connections to Text (Resources): Various worksheets on the changing times on the late 1800s, worksheets from changing United States folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test, Kids Discover magazines, variety of content area books on the late 1800s

Connections to Technology: www.harcourtschool.com/ss1

Key Vocabulary: prospector, boom, bust, homesteader, reservation, transcontinental railroad, skyscraper, petroleum, labor union, strike, collective bargaining, tenement, reformer, settlement house

Topic: US and NY History Unit 7 – The United States in the Twentieth Century

Essential Questions: How did the United States become a world power? How did World War I and World War II affect the United States? What challenges and changes did the United States face during the 1900s? What new challenges does the nation face today?

Essential Knowledge & Skills	Guided Questions	Classroom Ideas	Assessment Ideas
<ul style="list-style-type: none">◆ Understand how historians research the past◆ Use primary and secondary sources to discover information about the 20th century◆ Explain how Alaska and Hawaii became part of the United States◆ Understand the reasons for the Spanish-American War and how it affected the United States' role in the world community◆ Identify changes brought about during Theodore Roosevelt's presidency◆ Explain the causes of World War I, the reasons the United States entered the war, and the changes that took place following the war◆ Understand how women's rights changed in the 1920s◆ Understand that the changes in the U.S. economy following World War I caused both an era of prosperity and a depression◆ Understand how the government contributed to the nation's recovery from the Great Depression◆ Explain the causes of World War II, the reasons why the United States entered the war, and how the war ended◆ Explain how World War II affected the people living in the United States◆ Explain what the Holocaust was and how it affected the lives of Americans◆ Understand how and why the United States became more involved in global affairs following World War II◆ Identify social changes in the United States following World War II◆ Understand the social, economic, and political changes that occurred during the 1960s◆ Understand the social, economic, and political changes that occurred during the 1970s and 1980s◆ Understand the social, economic, and political changes that occurred during the 1990s◆ Identify the people who were important during the 20th century	<ul style="list-style-type: none">◆ What is the difference between a primary and a secondary source?◆ How do historians and archaeologists use artifacts to learn about the growth of the United States during the 1800s?◆ How did Alaska become a territory and then a state?◆ How did Hawaii become a territory and then a state?◆ Why did the Spanish-American War occur?◆ How did the war end?◆ How did the Panama Canal improve American trade and link ports on the east and west coasts?◆ What was the Square Deal?◆ How did the Pure Food and Drug Act improve Americans' lives?◆ Why did Roosevelt start the national park system in the U.S.?◆ How did World War I begin?◆ How and why did the United States get involved in World War I?◆ How did new weaponry and technology used in World War I change warfare?◆ What changes took place in the United States as a result of soldiers fighting overseas?◆ What was the League of Nations, and why did it fail?◆ What did the 19th amendment say, and how did it change government in America?◆ What new inventions and changes in industry and consumer goods led to the era of prosperity in the 1920s?◆ How did arts and entertainment change during the 1920s?◆ How did transportation change with the advent of automobile and air travel?◆ What caused the stock market crash in 1929?◆ How did the stock market crash precipitate the beginning of the Great Depression?◆ What was the Dust Bowl, and how did it impact agriculture in the United States during the Great Depression?◆ What were Franklin Roosevelt's plans to bring the country out of the Great Depression?◆ How were the following government programs designed to aid economic recovery: the New Deal, the Social Security program, the Civilian Conservation Corps (CCC), and the Works Progress Administration (WPA)?◆ What were the positive and negative effects of	<p>One or more of the following instructional strategies will be used to teach essential knowledge and skills about the changing nation during the 20th century:</p> <ul style="list-style-type: none">• Lectures• Demonstrations• Oral drill• Jeopardy game• Role playing• Fun with Social Studies activities in text <p>The following tools will be used:</p> <ul style="list-style-type: none">• Charts and bulletin board materials for World War I, World War II, the Great depression, the Vietnam War, and the 20th century• Online Activities with Eco• Notes• Graphic organizers• Time lines• <u>Harcourt Social Studies</u> textbook	<p>Students will demonstrate a mastery of knowledge and skills by one or more of the following methods:</p> <ul style="list-style-type: none">• oral answers to directed questions• guided and independent practice of skills• completion of written assessments• teacher observation of individual and group projects• performances on New York State Grade 5 Social Studies Tests (practice exams and actual test in November)

	<p>the New Deal?</p> <ul style="list-style-type: none"> ◆ How did the political and social changes in Europe and Asia lead to World War II? ◆ Which countries made up the Allies and Axis powers? ◆ Why did the United States enter the war? ◆ What was the significance of the following events: the invasion of Normandy, the Pacific campaign, the European campaign, Pearl Harbor, Hiroshima, Nagasaki ◆ How did rationing, internment camps, anti-Semitism, and women in factories change Americans' lives? ◆ What was the Holocaust? ◆ How did Hitler's views about a superior race cause persecution and death to many groups? ◆ What is genocide? ◆ What is the United Nations, and why was it formed? ◆ How did the spread of Communism impact the United States' relationships with other countries? ◆ What was the Berlin Airlift? ◆ What started the Korean War, and why did the United States become involved? ◆ What was the Cold War, and how did the rivalry between free and communist countries affect U.S. global relationships? ◆ How did American populations change in the 1950s from urban and rural to suburban environments? ◆ How did the growth of interstate highways make Americans more mobile? ◆ How did the increased demand for goods lead to increased production and prosperity? ◆ How did the invention of the television revolutionize American life? ◆ How did the election of John F. Kennedy influence political and social reforms? ◆ How did government laws and policies in the 1960s create more equal rights for minority groups? ◆ Why were the Peace Corps and Head Start programs created? ◆ What was the Cuban Missile Crisis? ◆ What was the Great Society? ◆ How did the space program expand scientific exploration? ◆ Why did the Vietnam War begin, and how did U.S. involvement cause conflicts in our nation? ◆ What caused the downfall of President Richard Nixon? ◆ How did dependency on foreign oil supplies cause economic repercussions in the U.S.? ◆ How did the end of the Cold War impact the United States? 		
--	--	--	--

<ul style="list-style-type: none"> ◆ What caused the recession of the 1990s, and how did it affect American lives? ◆ What was the U.S. involvement in the Persian Gulf War? ◆ What government changes occurred during the Clinton presidency? ◆ Why was President Clinton impeached? ◆ How did terrorism become a growing danger in the United States? ◆ How did the following people impact American history during the 1900s: Queen Liliuokalani, William McKinley, Theodore Roosevelt, W.E.B. DuBois, Woodrow Wilson, John J. Pershing, Carrie Chapman Catt, Susan B. Anthony, Henry Ford, Louis Armstrong, Duke Ellington, Herbert Hoover, Franklin D. Roosevelt, Adolf Hitler, Benito Mussolini, Joseph Stalin, Dwight D. Eisenhower, Douglas MacArthur, Chester Nimitz, Harry S. Truman, Joseph McCarthy, John F. Kennedy, Alan Shepard, John Glenn, Fidel Castro, Lyndon Johnson, Neil Armstrong, Edwin (Buzz) Aldrin, Michael Collins, Richard Nixon, Linda Brown, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., Malcolm X, Cesar Chavez, Delores Huerta, Sandra Day O'Connor, Gerald Ford, Jimmy Carter, Ronald Reagan, Mikhail Gorbachev, George HW Bush, Saddam Hussein, Colin Powell, Bill Clinton 		
--	--	--

Connections to Text (Resources): Various worksheets on the U.S. in the 20th century, worksheets from U.S. in the 20th century folder, practice NYS Grade 5 Social Studies Tests, test preparation booklet entitled Mastering New York State Social Studies Test, Kids Discover magazines, variety of content area books on the 20th century, including World War I and World War II sources

Connections to Technology: www.harcourtschool.com/ss1

Key Vocabulary: armistice, progressive, conservation, military draft, trench warfare, no-man's land, consumer goods, assembly line, stock market, depression, bureaucracy, rationing, internment camp, parallel time line, concentration camp, genocide, Holocaust, communism, free world, cease-fire, suburb, cold war, arms race, satellite, developing country, crisis, integration, civil rights, nonviolence, arms control, scandal, deficit, recession, coalition, terrorism