

Parsippany-Troy Hills School District

5SS10- Grade 5 Social Studies

A Course Outline for Social Studies

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STATEMENT OF PURPOSE

Grade Five Social Studies presents students with a comprehensive view of the historical role the Western Hemisphere played in the formation of the United States as a global society and provides a focus on its impact on world geography, civics and economics.

Integrated into this course of study are skills that align with NJLS in reading, writing, mathematics, and science. Critical thinking skills including inferential reasoning, cause and effect relationships, sequencing, comparing and contrasting, and examining various perspectives are also incorporated. Through interdisciplinary units, students will be active participants in hands-on learning. This Grade Five Social Studies Curriculum also addresses aspects of character education with an appreciation for diversity in a multicultural society.

District initiatives such as differentiation of instruction, integration of curricula among the disciplines, varied forms of assessment, and the appropriate use of technology according to the New Jersey Technology Literacy Standards and the 21st Century Career and Life Standards are also evident in this Grade Five Curriculum. Emphasis is placed on students developing the skills, knowledge and understandings necessary for them to function as lifelong learners and become responsible and productive citizens in our society. This Grade 5 Social Studies course of study has been developed to reflect the revised New Jersey Student Learning Standards.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

COURSE GOALS AND TOPICS

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	STANDARDS
Exploration and Colonization of the Western Hemisphere	a) How did trade and exploration by various groups impact life in the western hemisphere? b) How did geography impact exploration and interactions among people in the western hemisphere?	a) Ideas and cultures of diverse groups of people impacted and influenced the lives of those in the western hemisphere creating economic and cultural regions.	6.1 8.1 RF.5 RI.5 SL.5 W.5
Government of the United States of America	a) Why was there a need for a national government? b) How did historical events and documents lead to the creation of the United States Government?	a) Disputes over political authority and economic issues contributed to a movement for independence in the colonies. b) The fundamental principles of the United States Constitution serve as the foundation of the United States government today.	6.1 6.3 8.1 RF.5 RI.5 SL.5 W.5

Expansion and Reform	<ul style="list-style-type: none"> a) How did the ideals of early Americans influence the growth of our country? b) How did the expansion of our country affect the lives of its residents? 	<ul style="list-style-type: none"> a) America evolved and changed through conflict, expansion, immigration, industrialization and urbanization. 	<ul style="list-style-type: none"> 6.1 8.1 RI.5 SL.5 W.5
Civil War and Reconstruction	<ul style="list-style-type: none"> a) How did differences between the north and south lead to the civil war? b) What lasting impact did the Civil War have on the United States? 	<ul style="list-style-type: none"> a) The Civil War resulted from complex regional differences involving political, economic and social issues, as well as different views on slavery. b) The Civil War and reconstruction had a lasting impression on the development of the United States. 	<ul style="list-style-type: none"> 6.1 8.1 RI.5 SL.5 W.5

EVALUATION / ASSESSMENT

Summative Assessments – are assessments, which are administered at the end of each main topic or unit to assess the student’s mastery of the proficiencies and content. These assessments can include, but are not limited to, tests, essays, and presentations.

Formative Assessments – are assessments, which are meant to be building blocks leading toward the mastery of the proficiencies. These assessments can include, but are not limited to debating, open-ended responses, quizzes, application of technology in multimedia presentations, and student questioning and responding to teacher feedback and guidance. These assessments can be ongoing and will likely require student reflection and revision in order to achieve mastery.

GRADING PROCEDURES

Marking Period Grades

Long and Short Term Assessments

80%

May include, but are not limited to:

- Tests
- Quizzes
- Projects
- Presentations
- Essays
- DBQs
- Summative Journals

Daily Assessments

20%

May include, but are not limited to:

- Active engagement in class activities
- Participation in class discussions
- Do now responses
- Exit Passes
- Formative Journals
- Homework

Final Grade:

The average of the grades from the four marking periods will constitute the final grade.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES**

Course: **5SST00**

Title: **Grade 5**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

I. Exploration and Colonization of the Western Hemisphere

1. analyze the components of civilizations including government, economics, culture, religion and society and compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
2. Identify and describe travel, technology and trade between Europe, Asia, Africa, and the Americas from the 1200s to the 1700s.
3. determine the roles of religious freedom and participatory government in various North American colonies.
4. relate slavery and indentured servitude to Colonial labor systems.
5. analyze the impact of triangular trade on multiple nations and groups.

II. Government of the United States of America

6. describe the events and ideals that led to the creation of the Declaration of Independence.
7. analyze the strengths, weaknesses, and major effects of the Articles of Confederation.
8. describe how the Constitution reflects the compromises and principles of the American people.
9. explain how the Constitution has changed through laws, amendments, and interpretation throughout United States history.
10. describe the parts and powers of the U.S. Constitution.
11. demonstrate an understanding of the election process in the United States. (i.e. voting process, electoral college, political parties, campaigning, leadership.) **Completed in an election year.**

III. Expansion and Reform

12. examine and describe settlements and U.S. acquisitions beyond the Appalachians.
13. explain the significant contributions of U.S. and Native American historical figures and their effects on the growth of America.
14. describe the causes and effects of immigration from the mid-1800's to the early 1900's.

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15. analyze the impact of technological advancements and the growth of cities and big businesses.
16. describe how changes to the United States initiated reform in education, women's rights and slavery, temperance, mental health.

IV. Civil War and Reconstruction

17. identify geographic, economic, political, and cultural differences between the North and the South.
18. identify how the differences between the north and the south caused conflicts that led to the Civil War.
19. examine, investigate, and discuss the major battles of Civil War.
20. explain the events and the impact of reconstruction on the United States.

I. Exploration and Colonization of the Western Hemisphere

Essential Question(s):

a) How did trade and exploration by various groups impact life in the western hemisphere?

<i>I. Exploration and Colonization of the Western Hemisphere</i>				
<i>PROFICIENCY/ OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.D.2.b SL.5.1-3	<ul style="list-style-type: none"> use Google Earth and page 39 of textbook to map and discuss the migration and settlement patterns. complete Lesson 10 - Nystrom Atlas pages 39-42 to compare and contrast the various cultures of Native Americans. 	Teacher observation Completed chart	Textbook page 39

<p>2. identify and describe travel, technology and trade between Europe, Asia, Africa, and the Americas from the 1200s to the 1700s.</p>	<p>6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.c RF.5.4</p>	<ul style="list-style-type: none"> • complete lesson 11 “To the Indies” (Our Country’s History Nystrom Kit p. 43-48). • draw small pictures of a plant, animal or person involved in the Columbian Exchange and place on classroom map that shows the path of trade between hemispheres. • design commemorative stamp for explorers outlined in Chapter 3 (see art activity on textbook page 86). 	<p>Teacher observation</p> <p>Teacher observation</p> <p>Teacher observation</p>	<p>Textbook Chapter 3</p>
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b) How did geography impact exploration and interactions among people in the western hemisphere?

Enduring Understanding(s): a) Ideas and cultures of diverse groups of people impacted and influenced the lives of those in the western hemisphere creating economic and cultural regions.

<i>I. Exploration and Colonization of the Western Hemisphere</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION / ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
3. determine the roles of religious freedom and participatory government in various North American colonies.	6.1.8.A.2.a 6.1.8.A.2.b SL.5.1, 2, 3 RI.5.1-10 RF.5.4 W.5.1-3, 9, 10 8.1.8.A.5	<ul style="list-style-type: none"> create Venn diagram comparing and contrasting Jamestown and Roanoke settlements. select one of the settlements and design travel brochure persuading Europeans to settle in one of the North American colonies. 	Teacher observation Teacher-created rubric	Textbook Chapter 4
4. relate slavery and indentured servitude to Colonial labor systems.	6.1.8.C.2.a-b RF.5.4 RL.5.1-3	<ul style="list-style-type: none"> read and answer questions relating to: http://www.pabar.org/public/lre/ace/contracts-imperialism.pdf (teacher must copy and paste link.) create a spreadsheet highlighting the differences between slavery, indentured servitude, and additional colonial labor systems. 	Teacher observation Completed questions Completed spreadsheet Teacher-created rubric	http://www.brychancarey.com/slavery/chrono2.htm

<p>5. analyze the impact of triangular trade on multiple nations and groups.</p>	<p>6.1.8.C.2.c RI.5.1-10 RF.5.4 SL.5.1-3 W.5.3 9.2</p>	<ul style="list-style-type: none"> • read and discuss textbook page 175, which focuses on the triangular trade system. • create flow chart identifying imports and exports of the continents of North America, Europe and Asia. • write narrative assuming the role of a person involved in the triangular trade, i.e. whaler from New England using cloth and tools from Europe to export fish and whale oil. 	<p>Teacher observation</p> <p>Completed flow chart</p> <p>Completed narrative</p>	<p>Textbook chapter 5</p> <p>http://www.eduplace.com/kids/socialsci/books/applications/imaps/maps/g5s_u3/index.html - Interactive Triangular Trade Map</p>
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II. *Government of the United States of America*

Essential Question(s):

a) Why was there a need for a national government?

b) How did historical events and documents lead to the creation of the United States Government?

Enduring Understanding(s):

- a) Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- b) The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

II. Government of the United States of America				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION / ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>		<i>Students will:</i>		
6. describe the events and ideals that led to the creation of the Declaration of Independence.	6.1.8.A.3.a 6.1.8.D.3.b RI.5.1-10 RF.5.4 SL.5.1-3 W.5.1	<ul style="list-style-type: none"> • simulate the unfair taxation of the colonists by completing Act it Out Activity, i.e. students are given 15 m&m's as colonists. These are used to pay taxes on Teacher-created acts such as wearing sneakers, having siblings, ordering school lunch, etc. Teacher selects king, 2-3 members of parliament, 2 tax collectors. When taxes are collected they are distributed, ½ to the King, ¼ to Parliament some for the collectors and the colonists are left with virtually nothing. • Lesson 5 <i>We the People</i> 	<p>Reaction paragraph explaining what student role was and how they felt during the activity. Make sure students address question, "How do you think this compares to how people in the same role felt during the Colonial Era?"</p> <p>Teacher-created rubric for writing assignment on page 40 of <i>We the People</i></p>	<p>Schoolhouse Rock "No More Kings"</p> <p>Textbook pages 234-237</p>
7. analyze the strengths, weaknesses, and major effects of the Articles of Confederation.	6.1.8.A.3.d W.5.2	<ul style="list-style-type: none"> • create cause and effect chart identifying the limitations of government and the problems caused, i.e. Shays' Rebellion and/or the inability to pay debts. 	Teacher observation of completion and accuracy of chart	Textbook pages 296-299

<i>II. Government of the United States of America</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>		<i>Students will:</i>		
8. describe how the Constitution reflects the compromises and principles of the American people.	6.1.8.A.3.b-d 6.1.8.A.3.c 6.3.8.D.1 RI.5.1-10 RL.5.1-3 SL.5.1-3	<ul style="list-style-type: none"> perform the play "A Meeting in Philadelphia" found in <u>Bringing Social Studies Alive</u>, pages 44- 47. 	Teacher observation	Schoolhouse Rock "The Preamble" Textbook pages 302-305
9. explain how the Constitution has changed through laws, amendments, and interpretation throughout United States history.	6.1.8.A.3.g SL.5.1-3 6.3.8.A.2 6.3.8.D.1 8.1.8.A.5	<ul style="list-style-type: none"> simulate a bill going through the process of becoming a law. use technology to create a postage stamp depicting one of the 10 rights guaranteed under the Bill of Rights. 	Exit cards Student discussion after the dramatization. Creating of postage stamp following Teacher-created checklist	Schoolhouse Rock "I'm Just a Bill"

<p>10. describe the parts and powers of the U.S. Constitution.</p>	<p>6.1.8.A.3.b RI.5.1-10 SL.5.2-3 W.5.1, 4, 5, 6, 10</p>	<ul style="list-style-type: none"> draw a tree with three branches where each branch of the tree is labeled as a branch of government. Each leaf will be labeled with powers and duties of each branch and the leaves will be attached to the tree. complete a web-search using www.bensguide.gpo.gov that will focus on multiple aspects of the U.S. Constitution, e.g. the preamble, articles, and amendments. 	<p>Completion and accuracy of Government of Tree</p> <p>Class discussion after completion</p>	<p>Textbook pages 312-315 & 331</p>
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<p>II. Government of the United States of America</p>				
<p><i>PROFICIENCY/OBJECTIVE</i></p>	<p><i>STANDARDS</i></p>	<p><i>SUGGESTED ACTIVITY</i></p>	<p><i>EVALUATION/ASSESSMENT</i></p>	<p><i>TEACHER NOTES</i></p>
<p><i>The students will be able to:</i></p>		<p><i>Students will:</i></p>		
<p>10. Continued</p>		<ul style="list-style-type: none"> create a Venn Diagram comparing and contrasting powers of state and federal governments. role-play different branches of government and decide how power is given and limited with each situation. 	<p>Completion and accuracy of Venn Diagrams.</p> <p>Teacher observation</p>	

<p>11. demonstrate an understanding of the election process in the United States. (i.e. voting process, electoral college, political parties, campaigning, leadership.)</p> <p>**Completed during an election year.**</p>	<p>6.3.8.A.1 6.3.8.D.1 8.1.8.E.1 RI.5.1-10 SL.5.2, 3 W.5.1, 4, 5, 6, 10, 9.2</p>	<ul style="list-style-type: none"> participate in student council/class elections. complete a U.S. map with the number of electoral votes of each state. * During presidential year, track candidates' progress. http://www.270towin.com/ http://www.educationworld.com/tools_templates/FINAL_template_set2_electoral_college_map.doc (Fill in Electoral College Map) analyze political cartoons from newspapers and create a political cartoon. research/debate a public issue that will be discussed during debates. 	<p>Student participation, teacher observation, class discussion</p> <p>Student accuracy and completion of student maps</p> <p>Completion of teacher- created worksheet and student created cartoons</p> <p>Teacher-created rubric Peer evaluation</p>	<p>Create a large classroom map as an alternative.</p> <p>http://www.congressforkids.net/Elections_electoralmap.htm</p>
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III. Expansion and Reform

Essential Question(s): a) b)

Enduring Understanding(s): a)

How did the ideals of early Americans influence the growth of our country? How did the expansion of our country affect the lives of its residents?

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America evolved and changed through conflict, expansion, immigration, industrialization and

III. Expansion and Reform				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION / ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>		<i>Students will:</i>		
12. examine and describe settlements and U.S. acquisitions beyond the Appalachians.	6.1.8.A.4.a, b 6.1.8.B.4.a, b RI.5.1-10 RF.5.4 W.5.3, 7, 9, 10	<ul style="list-style-type: none"> complete Nystrom Kit Lesson 34 "Lewis and Clark Expedition" pages 157-160. complete Nystrom Atlas pages 42 & 43. complete the following - Journal Entry: You have just traveled back in time to become a member of the Lewis & Clark Expedition. You may pretend to be a real member such as Meriwether Lewis, William Clark, York, John Colter, George Drouillard, Sacagawea, Toussaint Charbonneau, the baby Jean-Baptiste, or even Seaman, the dog. Or, you may just be yourself traveling as a member of the Corps of Discovery. Create a journal describing your findings and experiences. 	<p>Teacher observation</p> <p>Teacher observation</p> <p>Teacher-created rubric</p>	Textbook pages 354-357

urbanization.

<p>14. describe the causes and effects of immigration from the mid- 1800's to the early 1900's.</p>	<p>6.1.8.D.4.a RI.5.1-10 W.5.1, 7, 9, 10 8.1.8.A.5, 9.2</p>	<ul style="list-style-type: none"> complete an interactive web search using http://teacher.scholastic.com/activities/immigration/tour/index.htm that will highlight the immigrant experience. 	<p>Teacher-created rubric Completed web-search</p>	
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<i>III. Expansion and Reform</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION / ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>		<i>Students will:</i>		

III. Expansion and Reform				
<i>PROFICIENCY/ OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>		<i>Students will:</i>		
15. Continued		<ul style="list-style-type: none"> graph population change –See TE p. 491H using Excel. 	Completed graph	
16. describe how changes to the United States initiated reform in education, women’s rights and slavery, temperance, mental health.	6.1.8.B.4.a 6.1.8.C.4.c 6.1.8.D.4.b W.5.2 RI.5.1-10 SL.5.2 & 3	<ul style="list-style-type: none"> create a floor plan for a museum called The Reformers Hall of Fame. Groups of students will work on each of the 5 reform movements and create a floor plan of artifacts in each exhibit. 	Teacher observation Teacher-created rubric	Textbook pages 390-393

IV. Civil War and Reconstruction

- Essential Question(s):**
- a) How did differences between the north and south lead to the civil war?
 - b) What lasting impact did the Civil War have on the United States?

- Enduring Understanding(s):**
- a) The Civil War resulted from complex regional differences involving political, economic and social issues, as well as different views on slavery.
 - b) The Civil War and reconstruction had a lasting impression on the development of the United States.

IV. Civil War and Reconstruction				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		

<p>17. identify geographic, economic, political, and cultural differences between the North and the South.</p>	<p>6.1.8.B.5.a 8.1.8.A.4 W.5.2 RF.5.4 RI.5.1-10</p>	<ul style="list-style-type: none"> • create “T-Chart” to compare the geographic, economic, political and cultural differences between the North and the South. • create a map of the United States identifying the North, South, border states and territories http://upload.wikimedia.org/wikipedia/commons/thumb/c/c5/US_map_1864_Civil_War_divisions.svg/800px-US_map_1864_Civil_War_divisions.svg.png (Teachers must copy and paste the link.) • complete a Writing Task: As a fifth grader who has studied the Civil War, you have been asked to write a persuasive essay. You should include at least three major factors to determine whether the North or the South had a military advantage during the Civil War. These factors may include industrialization, experience of the Generals, the battlefronts and troop populations. 	<p>Teacher observation</p> <p>Teacher observation</p> <p>Teacher-created rubric</p>	<p>Textbook pages 416-419</p> <p>http://www.sweetslyrics.com/86307.American%20Songs%20-%20The%20Battle%20Cry%20of%20Freedom.html</p>
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<i>IV. Civil War and Reconstruction</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION / ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		

<p>18. identify how the differences between the north and the south caused conflicts that led to the Civil War.</p>	<p>6.1.8.D.4.c 6.1.8.D.5.a RI.5.1-10 RF.5.4 W.5.1 SL.5.1-3</p>	<ul style="list-style-type: none"> examine the causes of the Civil War by creating a cause and effect diagram. (See example on textbook page 445) create an informational campaign poster on either Abraham Lincoln or Stephen Douglas. 	<p>Teacher observation Completed diagram</p> <p>Teacher-created rubric</p>	<p>Textbook pages 440-445</p>
<p>19. examine, investigate, and discuss the major battles of Civil War.</p>	<p>6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.b RI.5.1-10</p>	<ul style="list-style-type: none"> complete Lesson 43 “Civil War Battles” Nystrom Atlas pages 52-55 & Nystrom Kit pages 201-202. analyze the effects of war on different people (women, soldiers, African Americans, the home fronts,) as they write a narrative letter from the point of view of a person from one of the groups studied. 	<p>Completion and discussion of student maps via Lesson 43 in Nystrom</p> <p>Completed letter based on teacher-created rubric</p>	
<p>20. explain the events and the impact of the reconstruction on the United States.</p>	<p>6.1.8.A.5.a-b 6.1.8.C.5.b 6.1.8.D.5.d</p>	<ul style="list-style-type: none"> create a timeline showing significant events during the Reconstruction era (i.e., state re- entry, constitutional amendments 13-15, & Johnson as President). create a Venn diagram comparing Lincoln & Johnson’s plans for reconstruction. 	<p>Teacher-created checklist</p> <p>Teacher observation Class discussion</p>	<p>Textbook pages 472-477</p>

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SOURCES

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 Current Events- Contemporary Issues for Classroom Debates, Discussion, and Writing: Learning Works, 2005
 Grade 5, Five Themes of Geography: Steck-Vaughn. 2002

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Hidden History, Profiles of Black Americans. St. Louis, Milliken 2004
 History Mysteries; Huntington Beach, CA, The Learning Works, 1997
 Immigration Thematic Unit, Teacher Created Resources, Westminster, CA,
 1993 US Government and Presidents, Carson-Dellosa, 2005

TEXTBOOKS

United States History. Boston: Houghton Mifflin, 2008

SUPPLEMENTAL TEXTBOOK MATERIALS

Our Country's History, Exploring Where and Why; Chicago; Nystrom, 2002
 The Nystrom Atlas of Our Country's History; Chicago 2005
 We the People, Center for Civic Education, 1988

WEBSITES

<http://www.pabar.org/public/lre/ace/contracts-imperialism.pdf> (Comparison of African slave, indentured servant, and modern-day immigrant experiences) http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html (Interactive Triangular Trade Map) <http://www.brycchancarey.com/slavery/chrono2.htm> (A Chronology of Slavery, Abolition, and Emancipation in the Fifteenth Century) www.bensguide.gpo.gov (Provides students and teachers with primary source documents, educational games, and overall information relating to the U.S. Government) http://www.congressforkids.net/Elections_electoralmap.htm (Great overall resources for students relating to elections and the U.S. Government) <http://www.270towin.com/> (Up to the minute Electoral College Map) http://www.educationworld.com/tools_templates/FINAL_template_set2_electoral_college_map.doc (Fill in Electoral College Map) <http://teacher.scholastic.com/activities/immigration/tour/index.htm> (Ellis Island Interactive Tour) <http://www.sweetlyrics.com/86307.American%20Songs%20-%20The%20Battle%20Cry%20of%20Freedom.html> (Lyrics to Battle Cry Freedom) http://upload.wikimedia.org/wikipedia/commons/thumb/c/c5/US_map_1864_Civil_War_divisions.svg/800px-US_map_1864_Civil_War_divisions.svg.png www.isu.edu/~trinmich/Oregontrail.html (Oregon Trail) www.museumca.org/goldrush (California's Gold Rush) www.nationalgeographic.com/features/97/west (Lewis and Clark) <http://teacher.Scholastic.com/Activities/bhistory/Index.htm> (Black History Month) <http://teacher.scholastic.com/activities/women/index.htm>

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(Women Who Changed America)

<http://www.eduplace.com/ss/socsci/nj/books/bke/index.shtm>

| (Textbook support and resources)

www.eduplace.com/kids/hmss/ (Additional textbook

resources such as primary sources and maps)

www.nps.gov/elis (Ellis Island Website maintained by the

National Parks Service)

http://www.pbs.org/ktca/liberty/chronicle_timeline.html

(Timeline And Road To Revolution Game)

APPENDIX A SAMPLE AUTHENTIC ASSESSMENT

Name
Social Studies

Date
Industrial Revolution

Invention Convention

Prompt: You have traveled back in time, and you have been asked by the Inventors Association of Parsippany to describe an invention (that you studied) in order to be granted the necessary money needed. Similar to the current TV show, *Shark Tank* you have to be persuasive in describing your invention. Make sure you touch upon the following requirements below:

1. Choose an invention you would like to research and learn more about. The invention **MUST** have been created between 1800 and 1860.
2. Once your teacher has approved the invention, you may begin researching it. You will have a chance to research the invention in class, but you may find additional information at home.
3. On index cards or a piece of paper, answer the following questions:
 - The name of your invention
 - The name of the inventor
 - The year your invention was created
 - Describe the main parts of your invention
 - What does your invention need to work (electricity, coal, oil, manual power, etc.)
 - Describe what the invention does and how it works
 - Explain how this invention made life easier for people
4. Create a model of your invention. You may use any materials you like to create your invention, but you must create the model in class (not at home). Some ideas for building materials include paper towel rolls, shoeboxes, tin foil, construction paper, and string.

Places you may look for ideas:

1. Your notes from the unit (and the video we watched in class)
2. Your social studies book (pages 378-383)

- 3. The Internet (with teacher's assistance)
- 4. Encyclopedias or books from the Media Center

Some examples include: the cotton gin, the steamboat, Morse code (telegraph), horse-drawn reaper, and steel plow.

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	Expert	3 Practitioner	2 Apprentice	Beginner
Chosen Invention	The invention is between the required time period. (Automatic 4 if the invention is from the required time period.)		The invention is between 1830 and 1930.	The invention is not from the required time period.
Research	The student answered all research questions correctly.	The student did not answer a question, or has an incorrect answer.	The student did not answer a couple of questions, or has incorrect answers.	The student has multiple missing or incorrect answers.
Information	The student's responses are detailed, accurate, and persuasive.	The student's responses are detailed and accurate, but may not be persuasive.	The student's responses are correct, but lack detail.	The student's responses are very brief or incorrect.
Model	The student created model shows all the major parts, along with an accurate description.	The student created model shows all the major parts, but may be missing an accurate description.	The student's model is missing one or two major parts.	The student's model is not accurate or is missing several major parts.
Presentation	The student presents their model on their assigned date displaying highly effective eye contact, voice projection and clarity so that all students could easily understand.	The student presents their model and information on their assigned date using some eye contact. For the majority of the presentation, students were easy to follow and understand.	The student presented their model, but did not: <ul style="list-style-type: none"> ○ use eye contact. ○ speak clearly or loud enough for his/her classmates to follow and understand. 	The student does not present, or does not present on time.

Invention Convention Rubric

Total Points: _____

/ 20

Grade: _____

Comments:

APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS AND MODIFICATIONS

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Social Studies Standards: <http://www.nj.gov/education/cccs/2014/ss/>

21st Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

Math Standards : <http://www.nj.gov/education/aps/cccs/math/>

Suggestions for Modifications and Adaptions: [Modifications and Adaptions](#)