

**Teacher: Case**  
**Grade: 5**

**Subject: Social Studies**

Topic	IL Learning Standards /Goals	<u>Essential Understandings:</u>	<u>Learning Skills:</u>	Activity/Assessment	Resources
<p>Ancient Americans: Anasazi, Maya, Olmec, Aztec, Mound Builders</p> <p>Native Americans of US regions: Southwest, woodlands, plains, northwest</p>	<p>16.A.3b</p> <p>16.A.2c</p> <p>16.B.3d (W)</p> <p>17.C.3a</p> <p>16CW.F</p>	<p>Ancient Americans developed advanced technology, political systems, and complex civilizations prior to Europeans coming to the Americas.</p> <p>People adapt to the environment they live in, and the environment influences the way people live.</p> <p>European explorations of the Americas had a profound impact on the lives of Native Americans.</p>	<p>-Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>-Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</p> <p>-Describe political effects of European exploration and expansion on the Americas after 1500 CE.</p> <p>-Analyze the ways various environments influenced the way groups of Native Americans in US regions lived.</p>	<p>Group research project on one of the Ancient American groups. Prepare a poster with a timeline and an oral presentation to present research.</p> <p>Note taking sheet completed while listening to other groups' presentations.</p> <p>Make a foldable, giving required information to describe major characteristics and facts about Native Americans of US regions.</p>	<p>Literature</p> <p><u>Hiawatha</u> by Susan Jeffers</p> <p>Cahokia packet</p> <p>DVD—"500 Nations"</p> <p>Textbook: <u>Our Nation</u>, Macmillan/McGraw-Hill, 2003</p>
<p>Early European Explorers in the US</p> <p>Early Spanish Colonization of the US</p> <p>Settlement of North America</p>	<p>15.D.2a</p> <p>16.A.2b</p> <p>16.A.3c</p> <p>16.D.2a (US)</p> <p>16.A.3b</p>	<p>Exploring is often done for economic reasons.</p> <p>A person's actions can have both a positive and negative affect on history.</p> <p>Historical facts are sometimes different than traditional interpretations and legends.</p> <p>-America was settled for a variety of reasons.</p>	<p>-Explain what economic factors led to the exploration of the Americas and the search for the Northwest Passage.</p> <p>-Analyze the consequences of Columbus's arrival in the Americas, both positive and negative.</p> <p>-Identify differences in legends about Columbus that are accepted as fact to what is actually fact.</p>	<p>Colombian Exchange-- Create a poster illustrating the economic impacts of five areas of cultural exchange on both Native Americans and the Spanish.</p> <p>Objective tests on chapters 4 and 5.</p>	<p>Textbook—<u>Our Nation</u>, Macmillan/McGraw-Hill, 2003</p> <p>Video "Plymouth Plantation"</p> <p>DVD—"500 Nations"</p>

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		Historical maps provide information about history in a visual way.	-Describe the motives for early English colonists and Pilgrims settling in colonial America.  -Make inferences about historical events and eras using historical maps.		
Establishment of 13 English Colonies  Life in the Colonies  European Rivalries in North America	16.D.2a (US)  15.B.2b 17.D.2b	America was settled for a variety of reasons.  Supply and demand affects what goods are produced.  Puritan and other English colonies had a lasting influence on the American way of life.  Conflict occurs when countries want the same land.	-Explain the main reason that each of the 13 colonies was established. -Explain the effect of supply and demand on the development of plantations in the southern colonies and on the growth of slavery. -Describe ways that the early English colonies have had a lasting effect on America (public schools, governments, free enterprise economy, etc.) -Analyze the conflicts the Spanish, English, and French had over land in North America, including the French and Indian War.	Objective tests on chapters 6, 7, and 8.  Note sheets completed with small groups.	Literature  Textbook— <u>Our Nation</u> , Macmillan/McGraw-Hill, 2003 Video “Settling the New World”  DVD—“500 Nations”  Colonial CD clips  Colonial Bingo game
Breaking Ties with Great Britain  The American Revolution The Constitution of the United States	16.B.3b (US)  16.B.2b (US)  16.B.3c (US) 14.A.2 14.B.2	Colonists declared independence to explain why they were unhappy with British rule.  The American revolution was fought because our founding fathers believed independence was fundamental to existence.	-Explain how and why the colonies fought for their independence and how the colonists’ ideas are reflected in the Declaration of Independence and the United States Constitution.  -Identify major causes of the American Revolution and describe the consequences of	Objective test for chapter 9.  Performance Assessment—create a timeline of events of the American Revolution (ch. 10).  Objective test for chapter 11	Textbook— <u>Our Nation</u> , Macmillan/McGraw-Hill, 2003  Videos: “The American Revolution” and “A New Nation” A variety of literature available for independent reading.

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	14.C.2 14.F.3a 14.F.3b	Our Constitution reflected a philosophy of government by the people, and the ability to change as times changed.	the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin. -Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions. -Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence and the United States Constitution. -Explain what government does at local, state and national levels. -Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law). -Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.		
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			-Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.		
The Young United States	16.B.2d (US)	Americans believed they had a manifest destiny to settle the continent from coast to coast.	-Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, the Louisiana Purchase, the War of 1812 and the War with Mexico.	Objective test for chapter 12.	Literature
Pioneer Unit	16.C.2b (US)	A desire for land and wealth was motivation for pioneers to take the dangerous journey west.	-Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.	Pre-test and post-test for pioneer unit. Diary entries and trail decisions for pioneer unit.	Textbook— <u>Our Nation</u> , Macmillan/McGraw-Hill, 2003
Industrial Revolution & Andrew Jackson's Presidency	16.D.2b (US)	The Industrial Revolution changed society and the way goods were made.	-Describe the ways in which participation in the westward movement affected families and communities.	Objective test for chapter 13.	Videos: "How the USA Grew", "Lewis and Clark", and "The Oregon Trail"
		The American Presidency changed with Andrew Jackson's election.	-Analyze the motivation for pioneers going west despite the dangers.		Pioneer Simulation by Interact, teacher guide and student booklets
			-Explain how Andrew Jackson's election changed the American Presidency.		

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<p>Slavery Divides the Nation</p> <p>The Civil War and Reconstruction</p>	<p>16.C.3b (US)</p> <p>14.F.2</p> <p>16.B.3c (US)</p>	<p>The Southern economy was dependent on slavery.</p> <p>The Northern and Southern states developed differing points of view on states' rights and slavery.</p> <p>It's difficult to pull a nation back together after a civil war.</p>	<p>-Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-1865.</p> <p>-Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).</p> <p>-Identify major battle and strengths and weaknesses of the Union and Confederacy armies during the Civil War.</p> <p>-Describe the way the Constitution has changed as a result of amendments and Supreme Court decisions related to Reconstruction.</p>	<p>Objective tests on chapter 14 and 15.</p> <p>Performance Assessment—work with a partner to role play an interview with a Civil War soldier.</p>	<p>Literature</p> <p>Textbook—<u>Our Nation</u>, Macmillan/McGraw-Hill, 2003</p> <p>Videos: “Who Owns the Sun?” “The Story of Clotee, the Slave Girl” “Civil War”</p>
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