

Content Map of Unit 1

Topic: The Civil War

Grade/Course: 5th Grade Social Studies

Standards: H1a-e; G1b; E1a-f

Key Learning(s):

- Political, economic, and social factions within a country sometimes lead to conflict.
- War comes at a great cost to societies.
- Individuals play a role in creating a nation.

Unit Essential Question(s):

- Why did increased tensions between the North and the South lead to war? (SS5H1a,b)
- How did the Civil War impact life in the North and in the South? (SS5H1e; SS5E1)
- How did key battles (Fort Sumter, Gettysburg, the Atlantic Campaign, Sherman's March to the Sea, and Appomattox Courthouse) affect the outcome of the Civil War? (SS5H1c,d; SS5G1b; SS5E1)
- How did the Civil War have both benefits and costs for the United States? (SS5H1e; SS5E1)
- How did the leadership styles of the Confederate Army (Robert E. Lee, Thomas "Stonewall" Jackson) compare to the leadership styles of the Union Army (Ulysses S. Grant)? (SS5H1d)
- How did Abraham Lincoln and Jefferson Davis compare as leaders? (SS5H1d)

Concept:

Cooperation and Conflict

- causes of the Civil War
 - social
 - political
 - economic

Concept:

Expansion and Change

- effects of the Civil War

Concept:

Key People

- Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson

Concept:

Place and Location

- industrial locations in North and South
- major battles (Ft. Sumter, Gettysburg, Atlanta Campaign, Sherman's March to the Sea, Appomattox Court House)

Lesson Essentials:

- What effect did the writing of Uncle Tom's Cabin and John Brown's raid on Harpers Ferry have on the country?
- How did the issues of states' rights and slavery increase tensions between the North and the South?
- What were the economic and cultural advantages of the North and the South?

Lesson Essentials:

- How did the nation change as a result of the Civil War?

Lesson Essentials:

- What role did the following play in the Civil War?
 - Abe Lincoln
 - Robert E Lee
 - Ulysses S Grant
 - Jefferson Davis
 - "-Stonewall" Jackson

Lesson Essentials:

- What happened at Fort Sumter and Gettysburg?
- What happened to Atlanta during the war?
- What effect did Sherman's march to the sea have on the outcome of the civil war?
- Locate on a map the key battles of the civil War?

Content Map of Unit 2

Topic: Reconstruction **Grade/Course:** 5th Grade Social Studies

Standards: H2a-c; G2a; CG1a-d; CG2a, b; E1a-f; E3a, c

Key Learning(s):

- All decisions have both benefits and costs.
- Geography influences the way societies develop.
- The growth and development of a nation are influenced by social, political, and economic factors.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

Unit Essential Question(s):

- How are a citizen's rights protected by the 13th, 14th, and 15th amendments? (SS5H2a, SSCG1a,b,c,d; SS5CG2a,b)
- Why did newly freedmen decide to sharecrop? (SS5H2c; SS5E1; SS5E3)
- How did location influence the development of industry in the United States during Reconstruction? (SS5G2a, SS5E3a,c)
- How did Reconstruction change the lives of African-Americans in the South? (SS5H2a,b,;SS5E1)
- How did the Jim Crow laws and social customs of the South affect the lives of African-Americans? (SS5H2c; SS5CG1a,b,c)

Concept:

Cooperation and Conflict

- Reconstruction
- Freedmen's Bureau

Concept:

Civic Ideals

- due process
- civil rights (Jim Crow Laws)
- civic participation
- 13th, 14th and 15th amendments

Concept:

Governing

- amendment process
- purpose of key amendments

Concept:

Benefits and Costs

- sharecropping
- tenant farming
- growth of business

Lesson Essentials:

- Identify and explain the factors influencing industrial location in the United States after the Civil War (during Reconstruction).

Lesson Essentials:

- Describe the purpose of the 13th, 14th, and 15th Amendments.
- Explain the work of the Freedmen's Bureau.
- Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.
- Explain the responsibilities of a citizen.

Lesson Essentials:

- Explain the freedoms granted by the Bill of Rights.
- Explain the concept of due process of law.
- Describe how the Constitution protects a citizen's rights by due process.
- Explain the amendment process outlined in the Constitution.
- Describe the purpose for the amendment process.

Lesson Essentials:

- How did competition and prices influence people's behavior?
- How do people earn income by selling their labor to businesses?
- How is an entrepreneur different from a laborer?

Content Map of Unit 3

Topic: Turn of the Century America Grade/Course: 5th Grade Social Studies

Standards: H3a-d; G1a, b; G2a, b; CG1a-d; CG4; E1a-f

Key Learning(s):

- Geography influences the way societies develop.
- Territorial and economic growth change politics and society
- War comes at a great cost to societies.
- Individuals and institutions develop and change **societies**.

Unit Essential Question(s):

- How did location influence the development of industry in the United States at the turn of the 19th century? (SS5G1b; SS5G2; SS5E1; SS5E3a,b,c)
- How did the development of the western cattle industry in the years following the Civil War reflect changes in America? (SS5H3a; SS5G1a; SS5G2b; SS5E1; SS5E3)
- How did the Panama Canal and the Spanish-American War play a role in global expansion of the United States? (SS5H3c; SS5G1b; SS5E1)
- Why did people immigrate to the United States? (SS5H3d; SS5G2a, b; SS5CG4; SS5E1; SS5E3)
- How did changes in technology (electricity, telephone, science, transportation) lead to changes in politics and society? (SS5H3b; SS5G1b; SS5G2b; SS5E1; SS5E3)
- Why did America's role in the world expand as a result of the Spanish-American War? (SS5H3c; SS5E1; SS5E3)
- How did inventors such as the Wright Brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison help strengthen the nation? (SSH3b)
- How did changes to the Constitution increase the voting power of the citizens of the United States? (SS5CG2a,b; SS5CG3a,b)

Concept:

Places and Locations

- Grand Canyon, Great Salt Lake, Mojave Desert, Salton Sea
- Cattle Trails (Great Western, Chisholm)
- Panama Canal
- Cuba, Puerto Rico, Guam, Philippine Islands
- Pittsburgh; Kitty Hawk, NC
- primary economic activities

Lesson Essentials:

- Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert.
- Locate important man-made places; include Kitty Hawk, NC, and Pittsburgh, PA.

Concept:

Cooperation and Conflict

- Spanish-American War

Lesson Essentials:

- Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.

Concept:

Expansion and Change

- new immigration
- new types of businesses and industry
- impact of new technologies

Lesson Essentials:

- Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.
- Identify and explain the factors influencing industrial location in the United States after the Civil War.
- Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.

Concept:

Civic Ideals

- *E pluribus unum*

Key People

- Black Cowboys, Wright Brothers, George Washington Carver, Alexander Graham Bell, Thomas Edison, William McKinley, Theodore Roosevelt

Lesson Essentials:

- Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- Explain the purpose of the 12th and 17th amendments.
- Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments

Content Map of Unit 4

Topic: World War I Grade/Course: 5th Grade Social Studies

Standards: H4a, b; G2a-c; CG1a, b; CG2a, b; CG3a; E1a-f; E3c

Key Learning(s):

- War comes at a great cost to societies.
- Individuals develop and change societies.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.

Unit Essential Question(s):

- Why and how was the United States involved in World War I? (SS5H4a; SS5G2c; SS5E1)
- How are basic economic concepts, such as trade and opportunity cost, illustrated in the context of events surrounding WWI? (SS5H4a; SS5G2a,b; SS5E1; SS5E3c) How did Henry Ford affect the post-World War I economic boom? (SS5H4b; SS5G2a,b,c; SS5E1; SS5E3c)
- Why do people consider Babe Ruth and Charles Lindbergh to be American heroes? (SS5H4b)
- How did the art of Langston Hughes and Louis Armstrong represent cultural changes taking place in America during this era? (SS5H4B) How did citizens demonstrate their civic responsibilities during World War I? (SS5CG1a,b)

Concept:

Places and Locations

- Europe in World War I
- Harlem, NY
- mass production (automobile)

Lesson Essentials:

- Identify and explain the factors influencing industrial location in the United States after the Civil War.
- Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.
- Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power.

Concept:

Cooperation and Conflict

- causes of World War I
- factors for U.S. entry
- U.S. role in the war

Lesson Essentials:

- Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships.
- Explain the responsibilities of a citizen.
- Explain the freedoms granted by the Bill of Rights.

Concept:

Expansion and Change

- Harlem Renaissance
- Jazz Age

Lesson Essentials:

- What changes took place in America after WWI?

Concept:

Key People

- Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford, Charles Lindbergh

Lesson Essentials:

- Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).
- What economic risks did Henry Ford have to take to be successful?

Content Map of Unit 5

Topic: The Great Depression **Grade/Course:** 5th Grade Social Studies

Standards: H5a-c; G2b; CG1a-d; CG2a, b; E1a-f; E2a-c

Key Learning(s):

- The prosperity of a nation is determined by natural, economic, and political forces.
- Individuals develop and change society.

Unit Essential Question(s):

- How did the boom times of post-World War I America lead to bust-times of the Great Depression? (SS5H5a; SS5E1; SS5E2)
- How did Franklin Roosevelt's New Deal programs attempt to bring the United States out of the Great Depression? (SS5H5a,b; SS5CG1a,b,c,d; SS5E2a,b,c; E1)
- How did the "dust bowl" affect the economy? (SS5H5a; SS5G2b)
- To what extent can the policies of one man, Herbert Hoover or Franklin Roosevelt, restore a nation? (SS5H5a, SS5E2a,b,c)
- How do Margaret Mitchell, Duke Ellington and Jesse Owens represent the 1930s? (SS5H5c)

Concept:

Place and Location

- Dust Bowl

Interaction

- interaction of consumers and businesses (Business Cycle)

Lesson Essentials:

- Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.
- Map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power.

Concept:

Expansion and Change

- causes of the Great Depression
- New Deal programs

Lesson Essentials:

- Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

Concept:

Key People

Herbert Hoover, Franklin Roosevelt, Duke Ellington, Margaret Mitchell, Jesse Owens

Lesson Essentials:

- Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.
 - a. Explain the responsibilities of a citizen.
 - b. Explain the freedoms granted by the Bill of Rights.
 - c. Explain the concept of due process of law.
 - d. Describe how the Constitution protects a citizen's rights by due process.

Concept:

Benefits and Costs

- price incentives

Lesson Essentials:

- What changes occurred as a result of the bank crisis?
- How did Roosevelt and Hoover try to help private businesses?
- What was the roll of government during the depression?

Content Map of Unit 6

Topic: World War II Grade/Course: 5th Grade Social Studies

Standards: H6a-f; G2a-c; E1a-f; E2c

Key Learning(s):

- War comes at a great cost to societies.
- Individuals and groups develop and change societies.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- Compromise and conflict contribute to a nation's development.

Unit Essential Question(s):

- How were Pearl Harbor, Iwo Jima, V-E Day and V-J Day important events in World War II? (SS5H6b,c; SS5G1b; SS5E1)
- How did Germany's and Japan's actions lead to war with the United States? (SS5H6a,b,d; G1)
- Why did the Holocaust occur? (SS5H6a,b,d)
- Why did President Truman decide to drop atomic bombs on Hiroshima and Nagasaki in World War II? (SS5H6c)
- How did World War II change the lives of people at home? (SS5H6e; SS5E1)
- How did "Rosie the Riveter" and the Tuskegee Airmen illustrate the changing roles of women and minorities as a result of WWII? (SS5H6e; SS5G2a,b,c; SS5E1; SS5E2c)
- How well did the leaders of the Axis (Mussolini, Hitler, and Hirohito) and Allied powers (Roosevelt, Stalin, Churchill, Truman) of World War II reflect the will of the citizens of their respective nations? (SS5H6d)
- How did citizens demonstrate their civic responsibilities during World War II? (SS5H6e; SS5CG1a,b; SS5E2c)
- How were the rights of Japanese-Americans violated during World War II? (SS5CG1c,d)
- Why was the formation of the United Nations key to establishing a post-World War II peace? (SS5H6f)

Concept:

Place and Location

- Pearl Harbor, Normandy, Iwo Jima, Hiroshima, Nagasaki

Concept:

Cooperation and Conflict

- causes of World War II
- major battles and events of World War II
- Holocaust
- creation of the United Nations

Concept:

Key People

- Roosevelt, Churchill, Truman, Mussolini, Hitler, Hirohito, "Rosie the Riveter", Tuskegee Airmen

Concept:

Expansion and Change

- role of women and African-Americans during World War II

Benefits and Costs

- opportunity costs and war

Lesson Essentials:

- Locate important man-made places...Pearl Harbor, HI.
- What factors influenced industrial location during WWI?
- What economic changes involved throughout the world as a result of WWII?

Lesson Essentials:

- Describe Germany's aggression in Europe and Japanese aggression in Asia.
- Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- Explain the U.S. role in the formation of the United Nations.

Lesson Essentials:

- Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

Lesson Essentials:

- Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.
- How did the government pay for the war?
- Explain the "opportunity costs" in our decision to go to war.

Content Map of Unit 8

Topic: America Since 1975 Grade/Course: 5th Grade Social Studies

Standards: H9a, b; G2b, c; CG1a-d; CG2a, b; CG4; E1a-f

Key Learning(s):

- Compromise and conflict contribute to a nation's development.
- For a democracy to endure, all of its citizens should have political, social, and economic rights and responsibilities.
- The growth and development of a nation are influenced by social, political, and economic factors.

Unit Essential Question(s):

- How did the U.S. involvement in world events (Middle East peace, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism) influence the citizens of the U.S.? (SS5H9a; SS5G2b,c; SS5CG1a,b,c,d; SS5E1)
- How did the U.S. respond to the September 11, 2001 attacks? (SSH9a; SS5G2c; SS5CG1a,b,c,d)
- How has the meaning behind the nation's motto, "e pluribus Unum," changed since 1975? (SS5CG4)
- How have the political rights of citizens been expanded since 1961? (SS5CG3b)
- How has the government altered the freedoms of Americans in response to the attacks on September 11, 2001? (SS5H9b; SS5CG1a,b,c,d)
- How has the use of the personal computer and the Internet affected American business and society as a whole? (SS5H9b; SS5G2b; SS5E1; SS5Ec)

Concept:

Expansion and Change

- globalization
- personal computers, Internet, cell phones

Concept:

Cooperation and Conflict

- Persian Gulf War
- War of Terrorism

Concept:

Place and Location

- Middle East

Concept:

Benefits and Costs

- North American Free Trade Agreement
 - globalization
- Key People**
- entrepreneurs

Lesson Essentials:

- What impact did the personal computer and the Internet have on American life?
- How has the cell phone changed the culture of America?
- How have the roles of the American citizen changed over the past 30 years?
- Explain participatory democracy, and site examples of it.
- What parts of the Bill of Rights come under assault in modern America? Why?
- What amendments have been added to the Constitution since 1975?
- What proposals have been offered as possible amendments to the Constitution?

Lesson Essentials:

- What were the major international events that shaped American policy after 1975?
- What led to the collapse of the Soviet Union?
- Why role did oil play in the conflict in the Middle East?
- How did the public react to American participation in the wars of the Middle East?

Lesson Essentials:

- How did economic activities within the US changed after 1975?
- How have the production centers changed throughout the county/
- Why was Michigan once considered the manufacturing center of the US? What happened?

Lesson Essentials:

- How has NAFTA affected the way Americans trade with Canada and Mexico?
- It has been said that American lost jobs as a result of the NAFTA treaty.. From the date that Bill Clinton signed the treaty, have the number of jobs increased or decrease in the United States? Has NAFTA helped or hurt the number of jobs in the US?
- Name several entrepreneurs in the US today and explain how their risks benefited society?

Content Map

Topic: Personal Finance **Grade/Course:** 5th Grade Social Studies

Standards: E3a-c; E4

Key Learning(s):

- All decisions have both benefits and costs.
- Businesses compete in markets for buyers of their goods and services.

Unit Essential Question(s):

- What are the costs and benefits of personal budgeting? (SS5E4)
- What are the costs and benefits of saving? (SS5E4)
- What are the costs and benefits of spending? (SS5E4)
- What effect does entrepreneurship have on the economy of the United States? (SS5E3a,b,c)

Concept:

Benefits and Costs

- personal budgeting
- saving

Concept:

Concept:

Concept:

Lesson Essentials:

- How do competition, markets and prices influence people's decisions?

Lesson Essentials:

- What skills provide for the greatest personal income in our economy?
- How do individuals improve their ability to earn more money?
- What are differences in the way an entrepreneur makes money and a school teacher makes money

Lesson Essentials:

Lesson Essentials: